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ABSTRACT

This document provides papers presented at a conference that focused on the ways in which definitions of quality are translated into practice in early childhood education and on ways to assess the quality of practice. The conference included four keynote lectures, presentation of six papers, and four symposia. The lectures, which are not included in this document, covered topics relevant to early childhood education. The papers reviewed research projects, described programs to improve the quality of early childhood education, or outlined educational principles. Each symposium addressed one of four questions: (1) How does research on quality inform policy and practice? (2) How is quality implemented in the classroom? (3) How is quality maintained and monitored? and (4) How does research inform teacher education and development? A total of 16 papers were presented in the symposia. With most of the papers, a reference list or bibliography is included. A list of the more than 150 delegates from 23 countries who attended the conference is appended. (BC)

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Katholieke Universiteit Leuven

Worcester College of Higher Education

Second European Conference on the Quality of Early Childhood Education
Deuxiéme Conférence Européene sur la Qualité de L'Enseignement pour jeunes enfants

Quality Education Provision for 3 - 7 Year Olds: Its Implications and Implementation

Worcester
United Kingdom

27th - 29th August 1992

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Welcome to

Worcester 1992

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Worcester College of Higher Education

is an institution of Higher Education with 1,750 students. It is situated in the Cathedral Town of Worcester in the Midlands region of England. The college offers a wide range of courses at undergraduate and postgraduate level, including doctoral and in-service. It has a specialist commitment to teacher education and is engaged in a number of collaborative projects with other institutions in the UK and in Europe, many of which are built on the strength and high reputation of its Early Years Education team. It has recently been identified by the UK Government as a 'Centre of Excellence' for Early Childhood Education.

The Katholieke Universiteit Leuven

was established by Papal Bull on 9 December 1425 and is the oldest Catholic university in the world. From the very beginning, Leuven University enjoyed fame all over Europe. World famous scholars such as Erasmus and Justus Lipsius established themselves here. In 1970, the university was divided. The French-language Universite Catholique de Louvain was moved to a new campus in Wallonia while the Dutch-language university remained in Leuven.

The University has 25,000 students. The presence of 1,350 foreign students, representing 88 nations from all over the world, bears witness to the international reputation of the university.

The Consortium of Institutions for Development and Research in Education in Europe (CIDREE)

is a joint activity of thirteen institutes for curriculum and educational research in nine European countries. Its ultimate purpose is to develop and spread the most advanced knowledge and development in the field of education as efficiently as possible, in order to accelerate and deepen, on a wide scale, the improvement of educational quality in the countries represented.

Organising Committee

Mr Tony Bertram	Worcester College of Higher Education
Prof Dr Ferre Laevers	Katholieke Universiteit Leuven
Prof Dr Chris Pascal	Worcester College of Higher Education

Conference Secretary

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Introduction

In 1991, the highly successful inaugural European Conference on the Quality of Early Childhood Education brought over a hundred specialists and researchers to the University of Leuven to focus on the theme *Defining and Assessing Quality in the Education of Children for 4 - 7 Years*. This year's conference will have as its theme *Quality Educational Provision for 3 - 7 Year Olds: Its Implications and Implementation*.

The aim of the conference is to focus on how definitions of quality are translated into practice and how the quality of this practice might be assessed. The conference will consist of keynote lectures, paper presentations and symposia. Symposia participants will be invited to contribute to one of four sub-themes defined by the following questions:

1 How does research on quality inform policy and practice?
2 How is quality implemented in the classroom?
3 How is quality maintained and monitored?
4 How does research inform teacher education and development?

Over 150 delegates from 23 countries are attending and will provide a significant international forum for networking, dissemination and the exchange of ideas and laughter.

We also intend that there should be a concrete outcome. The success of these two conferences has convinced the organisers of the need to establish a permanent association of Early Years researchers and workers. It is proposed that the association should hold an annual conference and that there should be a journal linked to the work of the members of this association. The group will be known as the *European Early Childhood Education Research Association*. Plans are well advanced and you will see from the programme on Thursday that we will be asking delegates to pledge their support.

Economic, social, political, demographic and ideological changes are putting pressure on decision makers to make changes in their educational provision for young children. Not all of these decisions seem well informed. Early Years workers are realising the importance of defining and defending the needs of young children in this time of change and of the need for advocacy. This would be an important role of our Association. Our voice would be strengthened by our unity.

I hope we all have an enjoyable and fruitful time and I warmly welcome you to Worcester.

Tony Bertram
Conference Chair

Practical Information

Conference Programme

The conference programme is spread over three days and consists of keynote lectures, 3 pairs of concurrent paper presentations and 2 pairs of concurrent symposia. In all there are 26 papers being presented. Full timetable details including names, titles and abstracts can be found later in this conference programme. Delegates are free to choose which concurrent papers and which symposium they wish to attend. Symposia will consist of a panel of presenters under the direction of a Chair. Each presenter will give a brief summary of their work and the Chair will then facilitate a discussion amongst the panel before opening the debate to the wider audience.

Conference Language

Papers may be presented in either English or French. The language for discussions can be French, English or both. We hope difficulties in translation can be collaboratively solved.

Coffee and Tea Breaks

All coffee and tea breaks will be located in the Main Refectory. There is a very full programme and we ask your co-operation in respecting the conference time schedule.

Conference Dinner

The conference dinner will take place on Thursday 27th August at 19.30 in the Conference Centre. The cost of this, including entertainment, is £15.00. Subscription to the dinner is still possible when registering for the conference.

River Boat Shuffle

Coaches for the River Boat Shuffle will leave from college at 19.00 on Friday 28th August. The evening includes a light meal and disco as the boat cruises down the River Severn. The cost of this trip is £15.00 and subscription is still possible when registering for the conference.

Guided Tour

On Saturday 29th August at 14.00 the college offers delegates a free guided tour of Worcester. The tour begins at the Guildhall in Worcester and will take approximately two hours. It will include some of the city's famous historical and cultural landmarks. Delegates are requested to indicate whether they wish to attend at registration, if they have not already done so.

Lunches

Lunch will be served daily from 12.00 - 13.30 in the Refectory situated off the main college foyer. Usually there will be musical accompaniment to the meal.

Evening Meals

For delegates who do not wish to book into the evening entertainment (which includes a meal) an alternative college dinner can be provided on Thursday 27th and Friday 28th August at a cost of £7.50 per day and will be served in the Refectory. This can be booked when registering for the conference.

Reception

There will be a free reception buffet and glass of wine, followed by a bar and entertainment at 19.00 following registration on Wednesday 26th August. This will take place in the Conference Centre and we are pleased to announce that the Mayor of Worcester has agreed to formally welcome delegates to the conference.

Bar

A bar will be open each lunchtime from 12.00 - 13.30 and each evening from 19.30 - 23.00 in the Junior Common Room at the rear of the Main Hall.

RSC Theatre, Stratford

Delegates who have booked for the visit to *The Merry Wives of Windsor* , RSC production in Stratford on Saturday 29th August will have their tickets allocated when they register. Transport to and from Stratford will be provided for those who require it. Those who have opted for a stop-over will be accommodated at the Moat House.

Conference Desk

The conference desk will be staffed throughout the conference between 0830 - 1800. Any queries or information about the conference and any communication requests should be directed there. This will be located in the main college foyer.

Smoking Regulations

The College operates a strict No Smoking rule in all public areas. This applies to all the conference rooms, the hall and the cafeteria. There are designated smoking rooms for those who wish to smoke and these will be signposted. Thank you for respecting the non-smoking areas.

Currency Exchange

It is possible to change currency in the main banks in the city centre of Worcester. These are open every day except Saturday and Sunday, from 0930 - 1530.

There are no exchange facilities on the college site.

College Facilities

Letters can be posted in the main college foyer. Postage stamps are available from the Finance Office. The tennis courts, gym, fitness room and extensive grounds may all be used by conference delegates. The nearest swimming pool is in Worcester.

Bookshops

Madeleine Lindley Ltd, The Early Years book specialists will organise a mobile conference book shop in the Hereford Room on Friday 28th August.

Carfax Publishing Company will have a stand in the main foyer on Thursday 27th and Friday 28th August.

Second European Conference on the Quality
of Early Childhood Learning

Quality Education Provision for 3 - 7 Year Olds: Its Implications and Implementation

Programme

Wednesday 26th August

1400-1800	***Registration***	Main College Foyer
	Coffee and Tea	Refectory
1900	***Reception*** Buffet, bar and entertainment; a short address by the Mayor of Worcester	Conference Centre, Worcester Room

Thursday 27th August

0730-0900	***Breakfast***	Refectory
0900-1000	***Registration***	Main College Foyer
	Coffee and Tea	Rectory
1000-1030	***Formal Opening of Conference***	Main Hall
	Tony Bertram, Conference Chair, Dr David Shadbolt, OBE, Principal Worcester College of Higher Education, Prof. Ferre Laevers, Katholieke Universiteit, Leuven	
1030-1200	***Keynote Lecture***	Main Hall
	Dr. Malcolm Skilbeck, Deputy Director of the Organisation for Economic Cooperation and Development (OECD), Directorate for Education, Employment, Labour and Social Affairs, Paris. *Key Trends and Issues in Education and Training*	
1200-1330	***Lunch***	Refectory
1330-1430	***Concurrent Paper Presentations***	
	Prof. Christine Pascal, Chair of Early Years, Worcester College of Higher Education, ENGLAND: *Capturing the Quality of Education Provision for Young Children: A Story of Developing Professionals*	Lecture Theatre 2
	Frea Janssen-Vos, Project Manager Young Children in Primary Schools, APS, Amsterdam, NETHERLANDS: *Quality in the Classroom: The Key Role of the Teacher*	Conference Centre, Worcester Room
1430-1500	***Coffee and Tea***	Refectory

1500-1630 *Concurrent Symposium 1* Conference Centre, Worcester Room

How Does Research on Quality Inform Policy and Practice?

Chair: Prof. Margaret Clark, Emeritus Professor University of Birmingham, ENGLAND

Presenters: Gail McCail, Moray House Institute, Heriott Watt University, Edinburgh, SCOTLAND: *Green Gables: A Reciprocal Relationship between Research and Practice*
Dr Frode Sebstad, Associate Professor, Queen Maud's Memorial College of Early Childhood Education, Trondheim, NORWAY and Kari Lamer, College of Early Childhood Education, Oslo, NORWAY: *The Curriculum for the Kindergartens in Norway: A Plan for Quality?*
Dr Elzbieta Putkiewicz, Vice Dean, Warsaw University, POLAND: *Children at Risk in Poland*
Maritta Hannikäinen, University of Jyväskylä, FINLAND: *Transition to Role Play as a Stage in the Development of Play*
Dr Solveig Hagglund, Assistant Professor, University of Göthenberg, SWEDEN: *The Gender Dimension in Children's Learning of Prosocial Competence in Early Educational Settings*
Dr Jef van Kuyk, Cito, THE NETHERLANDS: *Language Development and the Effects of Language Simulation in Infants*

Concurrent Symposium 2 Lecture Theatre 2

How is Quality Implemented in the Classroom?

Chair: Professor Ferre Laevers, Katholieke Universiteit, Leuven, BELGIUM

Presenters: Linda Thompson, Lecturer in Education, University of Durham, ENGLAND: *Time Well Spent? Du Temp Perdu?*
Juliëtte Jongerius, Chris Mooy, Institute for Curriculum Development, SLO Enschede, NETHERLANDS: *CurriculumDevelopment for the First Two Forms of the Primary School*

Dr B Schonewille, Vrije University, Amsterdam, THE NETHERLANDS: *Ethnic Background, Classroom Instruction and Child Development: The Role of the Teacher to Stimulate Children's Behaviour in the Classroom by Giving Individual Attention*
Prof. Maria Pla, Elena Cano, Roser Boix, University of Barcelona, SPAIN: *Sciences in Early Childhood School: Determining Factors for the Improvement of Educational Quality*
Dr Linda Sontag, University of Amsterdam, THE NETHERLANDS: *Curriculum Characteristics in Kindergarten*

1700-1800	***Launch of European Early Childhood Research Association***	Conference Centre
1930-2300	***Conference Dinner***	Refectory
	Bar and Dance	Conference Centre

Friday 28th August

0730-0900	***Breakfast***	Refectory
0900-1030	***Keynote Lecture***	Main Hall
	Prof. Kathy Sylva, Dept of Child Development and Primary Education, University of London, ENGLAND: *The Effects of Pre-school Education: Hard Data and Soft Speculation*	
1030-1100	***Coffee and Tea***	Refectory
1100-1200	***Concurrent Paper Presentations***	
	Prof. Ferre Laevers, Project Director: Experiential Education KU, Leuven, BELGIUM: *Deep Level Learning: An Exemplary Application on the Area of Physical Knowledge*	Lecture Theatre 2
	Stig Broström, Assoc. Prof. Centre for Early Childhood Research, Royal Danish School of Developing Educational Studies, Copenhagen, DENMARK: *Developing, Implementing and Maintaining New Educational Principles and Activities for the 5-6 year olds*	Conference Centre, Worcester Room
1200-1330	***Lunch***	Refectory

1330-1430	***Keynote Lecture***	Main Hall
	Prof. Lilian Katz, Director ERIC/Elementary and Early Childhood Learning, President North American EYC, University of Illinois, USA: *Perspectives on Quality: Views for Above and Below*	
1430-1500	***Coffee and Tea***	Refectory
1500-1630	***Concurrent Symposium 3***	Lecture Theatre 2
	How is Quality Maintained and Evaluated?	
	Chair: Professor Christine Pascal, Chair of Early Childhood Education, Worcester College of Higher Education, ENGLAND	
	Presenters: Göran Lassbo, University of Göthenburg, SWEDEN: *The Third Step: An Attempt to Operationalize Quality of Early Childhood Education in the Welfare State* Frances Bond, Towson State University, USA: *Monitoring Quality Programmes*	
	Concurrent Symposium 4	Conference Centre, Worcester Room
	How does Research Inform Teacher Education & Development?	
	Chair: Prof. Philip Gammage, Dean of Education, Nottingham University, ENGLAND	
	Presenters: Tony Bertram, Worcester College of Higher Education, ENGLAND: *A Comparative Study of Early Years Teacher Education in 11 European Countries* G M van der Aalsvoort, University of Nijmegen, NETHERLANDS: *A Study of Factors Influencing Competence with Pre-Schoolers and their Professional Caretakers* Dr Isabel Dosey, Ryerson, Toronto, Canada: *Redefining the Field Experience Component of Early Childhood Teacher Preparation Programs*	
1900	***Coaches leave from outside main foyer*** (For those not attending the River Boat Shuffle dinner will be served in the Refectory)	
1930-2300	***River Boat Shuffle***	

Saturday 29th August

0730-0900	***Breakfast***	Refectory
0900-1030	***Keynote Lecture***	Main Hall
	Mme Madeleine Goutard, Inspectrice de l'Education Nationale (France), Representante de l'OMEP aupres de l'UNESCO, Paris: *Quality Provision for Young Children in a Variety of Settings*	
1030-1100	***Coffee and Tea***	Refectory
1100-1200	***Concurrent Paper Presentations***	
	Prof. Christos Frangos, Chair of the Department of Early Childhood Education & Director of Education Research & Inservice Training Centre, Aristotle University, Thessaloniki, GREECE: *A Child Development Based on the World of Work and Everyday Life: A Case of Quality Education Provision for 2.5 - 5 Year Old Children*	Conference Centre, Worcester Room
	Dr Paul Leseman, Senior Research Fellow, Erasmus University of Rotterdam, THE NETHERLANDS: *Informal Education in the Home and the Development of Language and Cognition: A One Year Follow Up*	Lecture Theatre 2
1200-1230	***Close of Conference***	Main Hall
	Final comments by Hans Hamber, Tony Bertram and Christos Frangos	
1230-1330	***Lunch***	Refectory
1400-1600	***Guided Tour of Historic Worcester***	Meet at the Guildhall in Worcester
Evening	***RSC Theatre, Stratford*** ***The Merry Wives of Windsor***	

Summary of Papers

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A. KEYNOTE LECTURES

Thursday 27 August, 1030 - 1200 - Main Hall

Dr Malcolm Skilbeck, Deputy Director of the Organisation for Economic Cooperation and Development (OECD), Directorate for Education, Employment, Labour and Social Affairs, Paris.	Key Trends and Issues in Education and Training

Friday 28 August, 0900 - 1030 - Main Hall

Prof. Kathy Sylva, Dept. of Child Development and Primary Education, University of London, ENGLAND.	The Effects of Pre-school Education: Hard Data and Soft Speculation

Friday 28 August, 1330 - 1430 - Main Hall

Prof. Lilian Katz, Director ERIC/Elementary and Early Childhood Learning, President American EYC, University of Illinois, USA:	Perspectives on Quality: Views from Above and North Below

Saturday 29 August, 0900 - 1030 - Main Hall

Mme Madeleine Goutard, Inspectrice de l'Education Nationale (France), Representante de l'OMEP aupres de l'UNESCO, Paris	Quality Provision for Young Children in a Variety of Settings

(These papers will not be available prior to the lectures)

B. CONCURRENT PAPER PRESENTATIONS

PAPERS

Thursday 27 August, 1330-1430

Professor Christine Pascal
Chair of Early Childhood Education
Worcester College of Higher Education
ENGLAND

"Capturing the Quality of Education Provision for Young Children: A Story of Developing Professionals" -

Lecture Theatre 2

Frea Janssen-Vos
Project Manager for Young Children in Primary Schools
APS, Amsterdam
THE NETHERLANDS

"Quality in the Classroom: The Key Role of the Teacher"

Conference Centre, Worcester Room.

Friday 28 August, 1100-1200

Professor Ferre Laevers
Project Director: Experiential Education
Katholieke Universiteit
Leuven, BELGIUM

"Deep Level Learning: An Exemplary Application on the Area of Physical Knowledge".

Lecture Theatre 2

Stig Brostrom
Associate Professor
Centre for Early Childhood Research
Royal Danish School of Developing Educational Studies
Copenhagen, DENMARK

Developing, Implementing and Maintaining New Educational Principles and Activities for the 5-6 year olds"

Conference Centre, Worcester Room.

Saturday 29 August, 1100-1200

Professor Christos Frangos
Chair of the Department of Early Childhood Education and Director of Education Research and In Service Training Centre
Aristotle University
Thessaloniki, GREECE

"A Child Development Based on the World of Work and Everyday Life: A Case of Quality Education Provision for 2.5-5 Year Old Children"

Conference Centre, Worcester Room.

Dr Paul Leseman
Senior Research Fellow
Erasmus University of Rotterdam
THE NETHERLANDS

"Informal Education in the Home and the Development of Language and Cognition: A One Year Follow Up"

Lecture Theatre 2

Professor Christine Pascal
Chair of Early Childhood Education
Worcester College of Higher Education
ENGLAND

"Capturing the Quality of Education Provision for Young Children: A Story of Developing Professionals"

Summary

This paper is a discussion of the methodology employed in a research project to evaluate and develop the quality of educational provision for 3 - 4 year old children. The origins of the project lie in the author's professional and research experience in the education of under-fives and her involvement in the political processes of policy-making for this age group. (Rumbold Report, DES 1987)

Background

Provision for under-fives in the UK remains variable and diverse as there is no national policy of education and care for these children. The political emphasis is on the shared responsibility of parents, business and local communities. This policy has resulted in the development of a wide range of educational settings for under-fives, with responsibility split between education, health, social services, voluntary groups and the private sector. The Children Act (1989) attempted to lay down minimum standards and the Rumbold Committee (1990) established a framework for quality, policy and practice.

However, at present there is no comparative evidential base in the UK, by which the quality of educational provision which has resulted from these policies can be evaluated and on which decisions about further development can be made. In the absence of this evidence much concern is being raised about the quality of experience offered in some of these settings. (Bennett and Kell 1989, DES 1989, Pascal 1990).

Description of the Research

The project is a 3 year college funded initiative directed at these concerns and has 4 aims:

(1) To document and evaluate the quality of educational provision for 3 and 4 year olds in a diverse range of settings in the UK.

(2) To compare the quality of educational provision across a diverse range of settings in the UK.

(3) To explore how far different forms of provision are associated with qualitatively different educational experiences.

(4) To consider how evaluation of quality combined with professional development and training can be an active instrument in improving the quality of early childhood education.

THEORETICAL BASIS OF THE WORK

The project takes as its starting point the notion that quality is a value-laden and subjective concept with no clearly definable parameters. Historically there have been many different interpretations of this concept in policy and practice (Pfeffer and Coate 1991). The project embraces and celebrates the subjective and value-laden nature of the concept and attempts to capture the diverse interpretations of quality in a range of settings. It also draws upon Bronfenbrenner's (1989) work as the ecology of human development in its operationalisation of the concept of quality. Previous research and development work by the author has established 10 dimensions of quality which provide the comparative evaluative framework for the investigation.

These dimensions are:

1. Aims and objectives
2. Curriculum
3. Teaching and learning styles
4. Planning, assessment and record-keeping
5. Ratio of trained staff
6. Physical environment
7. Relationships and interaction
8. Equal Opportunities
9. Parental involvement, liaison and co-ordination
10. Monitoring and evaluation.

(Pascal and Bertram 1991)

Methodology

The project adopts a qualitative and ethnographic approach and is an example of 'illuminative evaluation for professional development'. It has four strands:

- documentation
- evaluation
- comparison
- development

The project is essentially participative and collaborative in nature. The researchers are working in close partnership with those involved in each study setting to document vigorously and systematically the quality of educational experience offered. This supports the key aim of enhancing the quality of provision through the professional development of the participants.

Working together the 'participants-as-researchers' and 'researcher-as-participant' aim to build up a 'Pre-structured Case Study' for each setting which will provide a detailed and rich portrait of the quality of educational experience for the child. Data is collected for the case-studies using the following research techniques:

- Documentary analysis
- Systematic and focused observation
- Structured interviews with key informants
- Professional biographies
- Vignettes

Outcomes and applications

About 30 - 40 'Pre-Structured Case Studies' will be compiled over the life of the project. These may be used for:

- Programme evaluation
- In-service training
- Research
- Policy-making and planning

Bibliographical References

Bennett N and Kell J (1989) A Good Start? Four Year Olds in Infant Schools. Blackwell: Oxford.

Brofenbrenner U. (1989) 'Ecological Systems Theory' in R Vasta (Ed) Six Theories of Child Development. J.Al Press, Greenwich.

DES (1989) The Education of Children Under Five: HMI Aspects of Primary Education series. HMSO: London.

Frea Janssen-Vos
Project Manager for Young Children in Primary Schools
APS, Amsterdam
THE NETHERLANDS

"Quality in the Classroom: The Key Role of the Teacher"

Summary

The paper will discuss the teachers' role in 'Basic-development', a program to improve the quality of early childhood education in primary schools.

A development theory and education theory offer the ingredients for the programme in which the teachers' role is of significant importance. It is the responsibility of the teachers to select appropriate activity settings and adequate assistance methods in interactions with children to be able to improve the childs' development.

Three domains of knowledge and skills are needed for teachers to perform their role. One is the domain of knowledge of the individual children; their needs, interests, actual developmental levels, etc. A second domain is that of knowledge of educational goals, developmental paths and stages, and the educational program.

The third is the ability to intermediate between both, by means of observation and reflection, and responsive teaching attitudes and skills.

The paper presentation aims to outline a specification of these domains, concerning the teachers role.

The theoretical basis of the work:

Russian development - and education theories (Vygotsky, Tharp and Gallimore) and the concept 'development-oriented education' (Carpay, Van Parreren, Van Oers).

Description of the material, etc.

- Concept and curriculum: Basic-development, based on principles of development-oriented education, described in 6 books.
- Work materials: These materials are of various kinds and are meant for use in initial training and training on the job: video material, practical examples, texts concerning theoretical and practical information, mental-development, social-emotional development, and training material for subjects like communication skills.

Evaluative conclusions

No research has been done yet to evaluate the program.

Bibliographical references
(from 1990 - 1992)

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Janssen-Vos, F, Van ontwikkelingsmaterialen naar ontwikkelingsprogramma-a's. Een beknopt overzocht van de geschiedenis van ontwikkelingsmaterialen en ontwikkelingsactivi ten in het kleuteronderwijs. Amsterdam, APS, 1990.

Janssen-Vos, F, Early Childhood Education in Primary Schools. Amsterdam, APS, 1991.

Janssen-Vos, F, Ervaringsgericht onderwijs en Basisontwikkeling. Twee projecten op het gebied van onderwijs voor jonge kinderen. In Het Jonge kind, mei 1991.

Janssen-Vos, F, Van Kleuteronderwijs naar basisonderwijs. Wat zich in tien jaar tijd afspeelde. In Het Jonge kind, februari 1991.

Jan-ssen-Vos, F, Bewegingsspel, is meer dan bewegen. In Lichamalijke Opvoeding, november 1990.

Janssen-Vos, F, Het begin van basisonderwijs: basisontwikkeling. In Het Jonge kind, februari 1992.

Professor Ferre Laevers
Project Director: Experiential Education
Katholieke Universiteit
Leuven, BELGIUM

"Deep Level Learning: An Exemplary Application on the Area of Physical Knowledge".

Introduction

The innovative project "Experiential Education" (EXE) was initiated in 1976 by staff members of the Department of educational sciences of the Katholieke Universiteit of Leuven (Belgium). It is one of the most important sources of influence for educational innovation in Flanders and in the Netherlands, especially in the field of early childhood education. In the theoretical framework developed through action-research, three areas of reflection are involved: the treatment aspect (the "how" question), the process aspect (what is the quality of childrens experience?) and the effects of education. In this contribution we focus on the relation between child activity and the effects. We make more explicit the experiential view on learning and development.

Conceptual framework

The core of Experiential Preschool Education is represented by the so called "temple scheme". This conceptual scheme, developed in 1979, remains a point of reference for current project research and dissemination.

The foundation of EXE is the experiential attitude of the teacher, that is, the intention to take the experience of the child as point of reference. Experience is defined by Gendlin as "the process of concrete, bodily feeling which constitutes the basis matter of psychological and personality phenomena" (Gendlin, 1964). The process of experience does not only contain feelings, but also felt meanings, which are the necessary inner referents of even the most abstract concepts: "without our "feel" of the meaning, verbal symbols are only noises (or sound images of noises)" (Gendlin, 1964).

Teachers who have this basic experiential attitude try to get in touch with the inner process of experiencing in the child. The information they get from that is extremely valuable in the implementation of an effective practice. At this practical level (the columns) three principles are put forward as guidelines. The first refers to the efforts of the teacher to create a condition wherein every child can take initiatives and choose activities that meet his emotional, motor, social and cognitive needs. Further, a lot of teacher initiative is directed towards the provision of materials and activities (even guided ones), that meet the developing needs of each individual child. With the third principle we have the moments in mind when the teacher is involved in dialogue or sustains activity by giving stimulating impulses.

All efforts of the EXE-teacher are directed towards two possible changes therapeutic and developmental processes in children. More than fifteen years of action research within the project, led to an impressive documentation of the way regular classroom can have a prophylactic function and even can play a decisive role in healing emotional problems. After the care for the child-with problems we have to help the child-with-possibilities. Here the focus is on so called developmental or creative processes. This particular form of learning - as opposed to superficial learning - is "creative" because it leads to the development of new basic structures in the child. The two described processes lead to the ideal of the emancipated person. This final goal of education consequently entails two basis qualities: ie freedom of emotional or irrational complexes and a strong exploratory attitude, an open mind and the sensitivity that leads to commitment.

An application: deep level learning in the field of physical knowledge

To explain further the experiential view on learning and development, we focus on one field of development: the area of physical knowledge. In a Piagetian framework, physical knowledge is situated near logico-mathematical operations (classification, seriation and number), the infra-logical area of time and space and finally, social cognition. The development of physical knowledge, as for social knowledge, depends totally on information coming from the outside. While for the number concept eg, the structure has an inner logic, the properties of physical objects and the laws of nature have to be learned gradually by constant exploration of that reality. This knowledge refers to characteristics of matter and nature. Children learn, for example, about the properties of paper, what you can do with it, what happens when you pour lemonade on it, or throw it into the fire...

The conceptualisation by children of the phenomenon of floating and sinking is a concrete domain of research within the field of physical knowledge. On the basis of video-recordings of a standardised situation we make an analysis of the basic schemes predominant in the repertoire of 3 five year olds. The data make it possible to illustrate how one of the children (a gifted girl) shows a lot of abstract intelligence in trying to solve the problems (classification and explicit reasoning). But at the same time it is obvious that she lacks some basic concepts and her schemes fail to make the right predictions. Her level of development in the field of physical knowledge is clearly lower than that of her two companions.

Implications for practice

The analysis of these date make it possible to clarify the implications of the experiential concepts for education. In the conclusions we will comment more extensively on (1) the impact of the concept of scheme on the assessment of the affects of (early childhood) education, (2) the importance of exemplary learning, (3) the implications of the concepts of deep level learning and involvement for helping children with special needs.

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Developing, Implementing and Maintaining New Educational Principles and Activities for the 5-6 year olds*

Summary

On the basis of a cross-cultural study of one Danish and one Americankindergarten including an analysis of these children's psychological development and in the light of the cultural-historical theory of activity and through an action research, I outline some educational principles for the 5-6 year olds.

The theoretical basis of the work

My theoretical framework is based on the central concept of the cultural-historical theory of activity:

Through the child's own activity he appropriates the culture and with that develops himself (Leontjew 1978 & 1981). The interiorization is a transition that results in processes external in form, with external material objects, being transformed into processes that takes place on the mental plane, on the plane of consciousness. (Leontjev 1978:58).

These processes Vygotsky named mediation of the culture. The source of the mediation is not only material objects, artifacts, tools, etc. According to Vygotsky (1978:58), Leontjev (1978:59), Elkonin (1971) and Kozulin (1990:114) the culture mediates through the children's interaction with material tools, a system of symbols and with other people.

The activity will only have a developing character when the child experiences the activity as 'meaningul' (Leontjev) or when it gives the child a 'personal experience' (Aidarova 1982). According to Leontjev, meaningfulness is present when the child's motive is concordant with the object or goal of the action (Leontjev 1981:203-221). A criterion other research workers name 'involvement' (Laevers 1991).

Not all meaningful activity develops the child. Especially enriching are activities in 'the zone of proximal development' (Vygotsky 1978:86) - that means activities in which the child under adult guidance or in collaboration with more capable peers raise his actions on a more advanced level - will start new processes of development. Often this kind of activity is dramatic and radical for the future life of the individual, it is a turning point, a revelation - named 'learning by expanding' (Engstrom 1987).

According to the child's age and development one form of activity has more importance than others. According to Leontjev 'we call leading activity that in connection with whose development the most important changes take place in the child's psyche and within which psychic process develop that pave the way for the child's transition to a new, higher level of development' (Leontjev 1981:369).

And for the 5-6 year olds play constitutes the leading activity. Because of its mediating function and its potential for creating a zone of proximal development, play develops new structure in the psyche. From a psychological angle the most important meaning of play is its influence on development of motives and needs - particularly development of the learning motive (Elkonin 1980).

The research

Results from my cross-cultural study:

In the USA, kindergarten 77% of the activities are dominated by the teacher's initiative as opposed to 33% in the Danish Kindergarten. In USA only 8% of the activities are dominated by the children as opposed to 56% in the Danish classroom.

By means of Vygotsky's theory of mediation and Engstrom's more advanced model I analyse the educational culture in the two classrooms. Expressed in a quantitative way:

	Symbols	Tools	People
USA	70%	14%	16%
Denmark	32%	30%	36%

Concerning the relation between the culture, the education, the children's activity and the psychological development I find an evident difference between the Danish and American children according to development of the learning motive: In the middle of the school year 64% of the American children have developed a learning motive as opposed to only 26% of the Danish children. On the other hand the social competance is much more developed among the Danish children compared with the American group.

My comparative study shows that neither the American teacher controlled 'Academic' and 'Direct instruction Model' nor the Danish more children controlled 'Developmentally Appropriate Practice' are adequate.

Through an Action Research I and two preschool teachers tried to defeat the above mentioned contradiction through developing and implementing new forms of activities into practice.

On the basis of Davydov's theory of theoretical thinking (1977) and Aidarova's (1982) practice the children experimented with this particularly in their use of symbols and models. Furthermore we developed a new form of play which is placed between the role play and learning activity: Frame-play or Drama-games (Brostrom 1992).

Evaluative conclusion

On the basis of my studies I outline some educational principles for a pedagogical practice for the 5-6 year olds. A pedagogy in which the

activities are defined as being neither play nor learning activities - but a place between these.

Being able to maintain, monitor and constantly developing the educational quality an evaluation study of 'teachers as researchers' (Boetrom/Frokjaer 1991) point out the implementation of an ongoing critical action research as a very important tool. Here the teachers themselves are involved and responsible for developing the quality.

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"A Child Development Based on the World of Work and Everyday Life: A Case of Quality Education Provision for 2.5-5 Year Old Children"

Summary

Established in 1987-88, the Child Development Centre has operated on the University Campus, in facilities stretching over an acre area. It accommodates 170 children ranging between 2.5 to 5 years. It operates 5 days a week from 0700 to 1900. The majority of the children, however, remain at the centre from 0830 to 1500. The Centre is staffed by 25 experienced, accredited kindergarten Teachers, 10 faculty members acting as research advisors and 30 student teachers.

The centre operates as a neighbourhood cell rather than a regular school. Its programme is inspired by the world of work, it is a "learning by working" setting which we choose to call work-centred school.

Theoretical Basis of the work:

The work-centred school and the "school-neighbourhood" are believed to constitute the basic structures of the school of the future. Three principles have contributed to the formulation of this project.

a. The Holistic, Ecological and Anthropological approach to education combined with multicultural-multinational elements for the development of the child.

b. Work in all its variety is considered the most vital means of human cooperation contributing to the development of a sense of duty and beauty.

c. School extends beyond its building limitations to encourage pupils to leave the classroom to continue learning in open air and authentic working settings.

The general idea of this approach is the social, multifold school which draws from a conbination of Vygotsky's cultural - historical theory, Piaget's developmental - genetic point of view with direct allusions to Socrates, C Freined and V Suschomlinksy, the Ukranian educator, creator of the "School of Joy".

Description of the research

During the day class-modules serve multiple functions: they become either learning places, or dining rooms or play corners or even bedrooms for the younger children. The programme involves visits to working places and also adapted child working activities, ie garding, setting the table, housekeeping, etc. It also involves activities such as constructions, movement games, rhythmic, puppet theatre, foreign cultures and languages, music, computers and entertainment.

The same programme after slight adjustments is applied by student teachers of the Dept. in 130 kindergartens in the area of Thessaloniki.

Presentation of the programme through brief viewing of extracts of videotapes (about 8-10 min).

Full-length videotapes are available at request.

Evaluative conclusion

Observations and longitudinal studies in Early Childhood settings in the area of Thessaloniki as well as the Child Development Centre have contributed to a critical evaluation of the programme aiming at its improvement for child development and judging its utility for regular schools in Greece.

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"Informal Education in the Home and the Development of Language and Cognition: A One Year Follow up"

Summary

At the first European Conference on the Quality of Early Childhood Education in Leuven, preliminary results were presented of the family study of collaborative research project of three Dutch universities into the early arising social class and ethnic group differences in schoolcareers. In the present contribution the results of a one year follow-up will be discussed. Attention will be paid to the relationships between, on the one hand, indicators of the amount of time usually spent on, and the cognitive and linguistic content and the didactic and socio-emotional quality of parent-child interactions and, on the other hand, measures of cognitive and language development and judgments on social-emotional characteristics of the children's behaviour in Kindergarten classrooms. The findings will be discussed in terms of a general model of home and school factors affecting the (early) schoolcareers of children from different social and ethnic-cultural backgrounds.

General introduction

In 1991 a large scale longitudinal research project has been started into the development of cognition and language and the acquisition of basic school skills of 4-7 year old children from different social and ethnic-cultural backgrounds. The research project is a collaborative effort of researchers from the Erasmus University, the Free University (Schonewille) and the University of Amsterdam (Sontag) to enhance scientific understanding of the early arising and rather persistent differences in school success between children from different backgrounds. The research focusses both on 'informal' and 'implicit' instructional processes in the home and on the formal and informal learning in Kindergarten and elementary school. The main objective is to assess differences in amount, content and quality of learning experiences children encounter both in home settings and in classroom settings and to analyse the continuity, discontinuity and interdependency between learning experiences at home and at school. Since the summer of 1991 a cohort of 168 four year old children from indigenous Dutch middle and working class homes and from Surinamese and Turkish migrant families, attending 30 Kindergarten classes is followed.

Theoretical basis

The general theoretical framework of the collaborative research is inspired by the works of Vygotsky and his followers. Therefore the research in both the families and the Kindergarten classrooms is mainly directed to

children's 'constructive' activities during free play, talk, problemsolving and learning and thinking games and to the 'social-constructive' effects of the guiding behaviour of adults (parents, teachers). With respect to the learning environments offered by the family and the school a division of 'quality parameters' is made into three main dimensions: a) amount of quantity of potentially stimulating, favourable learning experiences; b) cognitive, metacognitive or strategic, linguistic and metalinguistic contents; and c) the socio-emotional quality of the learning experiences and the didactic quality of the adults' guiding, feedback and teaching behaviour. It is supposed that these three dimensions are to a large extent independent and that the statistical variance in each of them is differentially caused by a number of background factors, such as the socio-economic status of the parents, the parents' beliefs or 'ethnotheories' on child development, the teachers' professional experience, the teachers' educational goals and the class size.

The proposed contribution

At the First European Conference on the Quality of Early Childhood Education in Leuven, in September 1991, preliminary results of the first data-collection in forty of the participating families were presented. For the proposed contribution data collected on the second measurement time in June 1992 will be added, so that changes and continuity in the quality of the familial learning environment can be discussed. Furthermore data on the congitive and linguistic abilities of the children and on their task and play-involvement in the classroom are available, so that correlations between the home measures and the developmental measures can be presented. Special attention will be paid to the relationship between socio-emotional characteristics of parent-child interactions at home and the child's task and play involvement in Kindergarten. In the collaborative research project it is hypothesized that part of the influence of social background on school learning is mediated by the children's auto-regulative behaviour, intrinsic task motivation and task-persistence (which determine to a large extent the kind of learning experience children create for themselves in Kindergarten). Therefore the family study also focusses on possible determinants of these child characteristics in the home environment. Of particular interest are relationships between, on the one hand, the degree to which parents show respect for the child's autonomy, create a supportive, sensitive and responsive interaction climate and use positive, verbal feedback, and, on the other hand, the degree to which the child's behaviour in the classroom signals emotional well being and involvement in play and learning tasks.

C. CONCURRENT SYMPOSIUM PAPERS

Symposium 1	How Does Research on Quality Improve Policy and Practice?
OR	
Symposium 2	How is Quality Implemented in the Classroom?
Symposium 3	How is Quality Maintained and Evaluated.
OR	
Symposium 4	How Does Research Inform Teacher Education and Development?

CONCURRENT SYMPOSIUM I

PAPERS

Thureday 27 August, 1500 - 1630 - Conference Centre, Worcester Room

CHAIR: Professor Margaret Clark
Emeritus Professor
University of Birmingham, ENGLAND

PRESENTERS: Gail McCail
Moray House Institute
Herriot Watt University
Edinburgh, SCOTLAND
"Green Gables: A Reciprocal Relationship between Research and Practice"

Dr Frode Sobstad
Associate Professor
Queen Maud's Memorial College of Early Childhood Education
Trondheim, NORWAY

Kari Lamer
College of Early Childhood Education
Oslo, NORWAY
"The Curriculum for the Kindergartens in Norway: A Plan for Quality?

Dr Elzbeita Putkiewicz
Vice Dean
Warsaw University, POLAND
"Children at Risk in Poland"

Maritta Hannikainen
University of Jyvaskyla, FINLAND
"Transition to Role Play as a Stage in the Development of Play"

Dr Solveig Hagglund
Assistant Professor
University of Gothenburg, SWEDEN
"The Gender Dimension in Children's Learning of Prosocial Competence in Early Educational Settings"

Dr Jef van Kuyk
Cito, THE NETHERLANDS
"Language Development and the Effects of Language Stimulation in Infants"

Gail McCall
Moray House Institute
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"Green Gables: A reciprocal relationship between Research and Practice"

Summary

The paper will show how 'good practice' observed by the evaluator in an 'open nursery' project in a disadvantaged area of Edinburgh was enhanced by the evaluator's theoretical exposition to the project participants (staff and parents). Knowledge of the theory about their relationships with the children focussed their action and made them conscious of the links between means and goals.

Theoretical Basis

Resilient Children (Rutter): Some children brought up in an area of disadvantage (Essen & Wedge) flourish despite all the odds against them (Osborn).

Protective Factors (Osborn): They achieve this because of protective factor, the most salient of which are:

Children - the children themselves have mastery-oriented responses/ attitudes instead of 'helpless' ones (Dweck). Attitudes such as these are learnt from others (Wertsch, Vygotsky)
from parents
from influencial adults ('teachers')
by modelling
by 'scaffolding' (Bruner) of attitudes (Wertsch, Vygotsky, Addison-Stone)

Parents - parents who are resilient
have educational aspirations for their children
have non-authoritarian attitudes to, a reciprocal relationship with their children
parents achieve these through their own PROTECTIVE FACTORS, (Osborn) viz:

Support of: near relatives
close circle of friends
educational community

Project

Green Gables Nursery School opened in 1975 in the Niddrie House area of Craigmillar, an area of disadvantage according to socio-economic indicators. There are hardly any owner-occupied houses, and there are many single parents and households with large numbers of dependent children. There is high unemployment and a high crime rate.

From the beginning the nursery promoted strong links with the community by encouraging participation in the school. It became, over the years, a focal place where parents and young children were welcomed and listened to.

In September 1989 Lothian Region designated Green Gables a pilot 'open' nursery, a project which was to run for two years with an external evaluation in the second year. The project involved extended hours and holiday provision so that parents could be relieved of the care of their children in order to take a job or to undergo training. Beyond that, a group worker was appointed to work with, and provide activities for groups of mothers, and to counsel individuals. An Educational Home Visitor was to make home visits to parents and children, to work with toddlers and their parents in the nursery and to take charge of the holiday provision.

The Open Nursery Project was based in the belief that mothers are the first and most important educators of their children, and that if they are not supported, Early Education is neglecting its most vital resource.

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"The Curriculum for the Kindergartens in Norway: A Plan for Quality?"

Summary:

This paper contains a description of the theoretical basis for the new plan for the content in Norwegian kindergartens. The kindergarten tradition in Norway will be defined and compared with the European kindergarten traditions. Thereafter the basic assumptions in the new curriculum are described. The dialectical relation between social interaction and work with different subjects are underlined. The importance of care and play will be discussed. A model for planning the activities in the Norwegian kindergarten will be presented. In the presentation the aspect of quality in the childrens educational experience will also be discussed.

Theoretical basis of the work:

A basic assumption in this paper is that children learn in formal as well as informal situations. A curriculum for the kindergarten should reflect this in its proposals for subjects and activities. Another assumption is that learning often takes place when we are related to other persons. The relational perspective is central in this programme. A third assumption is that the curriculum must be seen in a societal context. Especially the local culture of the community is important for the activities in the kindergarten.

A description of the programme:

The purpose for the Norwegian kindergarten: The plan starts with a statement of childhood: It is not primarily a phase of life where you prepare for school and work later in life. First of all it is as a phase of life with its own value.

A didactical model for planning is presented. Important in this model is social interaction consisting play, care, informal and formal learning, tacit knowledge, humour and joy. These are vital ingredients in the social processes that take place in the kindergarten.

Five integrated subjects are presented as compulsory for all kindergartens in Norway:

1. Society, religion and ethics
2. Aesthetic subjects
3. Language, texts and communication
4. Nature, science and environment
5. Physical activities and health

In evaluation of the childrens experience we must look for knowledge, attitudes and skills in these areas. But the social competence is equally important. In addition, we also have to evaluate changes in the kindergarten organisation. An institution such as the kindergarten must also be evaluated in relation to its environment. Parents, politicians and authorities in the local community must be regarded as important co-operants in order to improve the quality of the activities in the kindergarten.

Evaluative conclusions:

Can this plan guarantee the quality in the kindergarten in Norway? Certainly not, research show us that the effects of a new curriculum often are negligible in practice. But in a longer perspective, a programme like this could change the practice in a positive way.

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"Children at Risk in Poland"

Summary:

Children at risk in Poland: in a country of transition from a communist economy and centralized management to a free market economy this representsan important social problem. Major changes in the value system and attitudes are taking place in Polish society which is trying to adapt itself to new conditions. Questions: What are the values of parents? What are the values of teachers? What are the expectations of parents for school and kindergarten and for school and parents relations?

General situation in Poland

The remedy, which Poland needed at the beginning of the 80's, was supplied at a time when the country was already in a state of total disintegration and paralysis.

As a result, the society has become insecure, competitive, distrustful, aggressive and egocentric. Recession of the 90's is not only economic reality but it is also a social phenomenon characterised by the atmosphere of stagnation and helplessness.

Paradoxically, we live in Poland free from totalitarism, with possibilities of expression but on the other hand this freedom seems to be a sheer abstraction.

In education - parents and teachers have never acquired categories and concepts, which could help them to solve the complex problems of reality (ie in politics, economics, social sciences, etc.)

Theoretical basis : Strategies of Attitude Change

Research was carried out in kindergartens and schools in Poland in 1991 (Aututmn) and 1992 (Winter) by Dr Anna Wilkomirska, Dr Anna Zielinksa and Dr hab. Elzbieta Putkiewicz.

Method

A hundred parents of children aged 5-7 and a hundred tutors teaching children of the same age group were asked to complete a number of similar questionnaires. The research was conducted in December 1991 and February 1992, in Warsaw.

Results

I have chosen only a number of problems which in my opinion are the indicators of the state of Polish education.

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"Transition to Role Play as a Stage in the Development of Play"

Summary:

The aim of this study was to investigate the stage of transition to role play as a developmental psychological and pedagogical phenomenon for the use of research and educational practice. Theoretical analyses of the transition, including the role of educators and other children were made on the basis of Piaget's theory of play as well as observation studies carried out by his followers. Furthermore, the play of one two and a half year old child in a day care group was analysed by some methods constructed in the studies mentioned above. Finally the information yielded by the theoretical analyses and the analysis of the girl's play were compared: the question was: how does the play of the observed child fit the theoretical model? The answer is: it only fits partly.

The general purpose of this study was to develop the research methodology and theory of play. In particular the aim was to describe and analyse the stage of transition to role play as a developmental psychological and pedagogical phenomenon. The study is part of a larger research project and at the same time part of developmental work that focuses on providing for the quality of education in day care centres. Thus, there is an attempt to provide material for educators to help them in observing, diagnosing and tutoring children's play.

Four tasks were set for the study. The first task was to make a theoretical analysis of the development of play and transition to role play on the basis of Piaget's (1951) theory of play. The emphasis of the analysis was on the descriptions and explanations of the development of play and the factors affecting play. The second task was to define or revise this analysis with the results of some Piagetian observation studies of play, including some critical ones (eg Cole & LaVoie 1985; Dunn & Dale 1984; Fein 1984; Howes, Unger & Seidner 1989; Musatti & Mayer 1987; Nicolich 1977; Rubin, Maioni & Hornung 1976; Wolf & Grollman 1982). The third task was to analyse the play of one child who was just at the stage of transition. The data was collected by videotaping as well as by simultaneous observations carried out by the researcher in a day care centre group. Also the observation methods and instruments constructed and implemented in the former Piagetian studies and used in this study were assessed in general, and their applicability to studying play in day care centres was assessed in particular. The fourth task dealt with the relation between theory and practice. The information yielded by the analysis of the observation data was compared with the descriptions of the development of play yielded by the theoretical analyses. This formed the basis on which conclusions were made in order to develop the research methods of play and the work of educators in the field of play.

The study pointed out that the models of play constructed by the theoretical analyses were not able to provide a comprehensive picture about the play of a child who is at the stage of transition to role play. The play of the observed child consisted of considerably more dimensions than it was possible to describe by the proper Piagetian instruments also used in this study. this was especially apparent in the social area, eg the role of other children and the educator, but also with regard to aspects of content in solitary play. On the basis of the study at least one conclusion can be made: as to the methods, research on young children's play in a group is still in its infancy. Perhaps also another conclusion can be made: by thorough examination of Piaget's theory of cognitive development more possibilities can be found to enrich play than can be expected from the former observation studies based on his theory of play.

The next phase of the research project is to investigate the same problems on the basis of Vygotsky's (1976) as well as Bateson's (1955, 1971) theories of play. How will the picture of the transition to role play gained in this study change? Will it be possible to construct some kind of synthesis of the Piagetian, Vygotskian and Batesonian points of view, especially in order to develop education in day care centres?

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"The Gender Dimension in Children's Learning of Prosocia Competence in Early Educational Settings"

Summary

Daycare centres and primary school classrooms were compared in respect to conditions for prosocial development and learning, particularly focusing on setting characteristics with bearing on gender differentiation. The results indicate that due to different societal functions, and thereby different content in and structure of activity patterns, conditions for developing prosocial competence and potentials for gender differentiation differ in the two settings. Setting specific relations between value systems of gender at different ecological levels are suggested as being of particular importance in identifying mechanisms of gender differentiation. Also discussed are pedagogical implications for early education.

Theoretical basis

The investigation rests on two theoretical perspectives; Bronfenbrenner's writings on the ecology of human development (Bronfenbrenner 1979, 1989) and the theory of social representations of gender as it is elaborated by Duveen and Lloyd (1987, 1989).

Purpose

The purpose of the study was to

- describe boys' and girls' prosocial behaviour in daycare centres and school settings
- analyse gender differences in relation to characteristics in the two settings
- define, distinguish and compare factors in the two settings with relevance for gender differentiated prosocial development

Design and instruments

A group of all six year old children in two daycare centres (eight girls, eight boys) is used as an "empirical anchor" in the study. These children spent their final year at the centres by the time of the first data collection. The second period of data collection was made when the children were in their first grade in primary school. The group by then was split and the children were to be found in six classes in four schools. The two day care centres and the six classrooms constitute the sample of educational settings in the study.

The following instruments have been used:

- child observations in the daycare and classroom settings
- child interviews on themes concerning responsibility and care for other people and perceptions of the life in centres and classrooms

* teacher ratings of the children's prosocial behaviour (Weir and Duveen 1981)
* descriptions of physical, social and organisational characteristics of day care and classrooms settings
* teacher questionnaires on pedagogical orientation and working situation

Data has been treated by predominantly qualitative methods.

Evaluative conclusions

The results show that although the teachers in both settings prioriated prosocial development and learning in their pedagogical orientation, prosocial behaviours among the children rarely occurred. In the day care centres, girls more frequently than boys showed prosocial behaviour while in the primary school classrooms, no gender differences were observed. Teachers in both settings described the girls as more prosocially competent than boys. Prosocial codes were expressed differently in the two settings; in the day care centres, teachers' prosocial acting in combination with verbally expressed rules were most common ("In our daycare centre we help each other"), while in the classrooms verbal statements from the teachers, sometimes negatively formulated ("don't run, you are disturbing your classmates"), dominated.

From an educational perspective, the results of this explorative study may be used as a point of departure for discussions of pedagogical strategies in order to increase possibilities for children in early education to learn and practise prosocial competence and to contribute to the understanding of mechanisms for gender differentiation. It is suggested, for example, that there are different sets of characteristics in the two settings which limit children's opportunities to take personal responsibility in situations which demand prosocial action. Furthermore, the results offer concepts in comprehending processes of gender differentiation in educational settings as as a part of a broader context within which a perspective of time as well as a socio-ecological perspective is included.

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"Language Development and the Effects of Language Stimulation in Infants"

Summary

This article reports a longitudinal investigation into infants conceptual and metalinguistic knowledge. To determine its range, 302 infants aged 4-6, after having been monitored for two years, were set a large number of tasks. The children involved were native speakers of Dutch from a high and a low social background, as well as children whose native tongue was not Dutch. The investigation aimed at tracing conceptual and metalinguistic aspects and determining to what extent they develop in the infant-school period. Also the effects of different teaching methods were studied. To this end, the two experimental groups followed programmes of language stimulation, one group received direct treatment, the other indirect treatment. The results of the two experimental groups were then compared to those of the children in the control group.

Introduction

In the dutch situation it used not to be customary in infant school to make a beginning with teaching reading or even to prepare children for this process. Indeed, the elementary school curriculum was taboo in a manner of speaking. Children that were expected to have problems, who were thought to be not ready yet for elementary school, stayed on at infant school without any specific attention being paid to their problems. There is quite some research to show that for children who are developmentally retarted it is much more difficult to learn to read than it is for others. Teaching children to read whose first language is not Dutch poses a special problem. Not only will their social-economic background tend to be low, they will face the added difficulty of having to learn the basics of reading in a second language.

The conceptual and metalinguistic knowledge children have acquired by the time they start learning to read prove to be important predictors of success in mastering initial reading (Oloffson & Lundberg, 1985, Ball & Blachman, 1991) as a first or second language (Verhoeven, 1987). What is involved in conceptual knowledge is primarily vocabulary and the ability to define concepts (Sternberg, 1987). Metalinguistic awareness can be defined as implicit knowledge that children have about language which is made explicit. Here attention shifts from the propositional content to the linguistic formulation. Minimally, what can be classed under metalinguistic awareness are speech acts that would resuppose a certain measure of abstraction from pragmatic aspects of language; maximally, they would be explicit formulations of linguistic knowledge. A large number of studies discusses pragmatic awareness (Poppa, 1980; DeVilliers & DeVilliers, 1981) and phonological awareness (Morais, A.o., 1979; Fox and Routh, 1984). However, little is known about the order in which children acquire intuitive knowledge of language. Also data about the way in which metalinguistic awareness develops in bilingual children are scarce.

Research shows that the development of conceptual and metalinguistic knowledge in children from underprivileged backgrounds is stimulated less and therefore lags behind (Wells, 1981). For this reason, prime importance should be attached to specially stimulating metalinguistic awareness in infant school.

So far research has determined, by a process of reasoning backwards, which conceptual and metalinguistic aspects should receive special attention in preparing for reading lessons (Sixma, 1971; Van Dongen, 1984; Mommers a.o., 1985). It is doubtful, however, if such an approach is the most suitable in preventing learning problems at a later date. It would seem far more helpful to extend the range of care in infant school and start from the natural development of conceptual and metalinguistic knowledge in children. Special attention should be paid here to developmentally retarded children and children for whom Dutch is a second language.

This contribution reports an investigation into children's conceptual and metalinguistic knowledge at the start of infant school. A large number of conceptual and metalinguistic tasks were administered to infants: native speakers of Dutch from a high and a low social background, as well as children whose native tongue was not Dutch. The metalinguistic tasks are at various levels of awareness: pragmatics, syntax, vocabulary and phonology. The investigation first established what conceptual and metalinguistic knowledge children have at the start of infant school, then one and two years later. Infant school, which lasts two years, is an integrated part of elementary school for the 4-12 year olds. Next the effect was measured that programmes of language stimulation in combination with direct treatment or indirect treatment had had on the development of the three groups of infants mentioned compared to the children in the control group.

Research set up

Subjects in the experiment

The investigation involved 302 infants, who were monitored over a two year period. At the start of the research in November 1990, their ages ranged from 4.1 to 5.1. They were from 37 classes in 13 schools in Amsterdam, Tilbury, Arnham and Nijmegen. The composition of the group was such that it included children from a high social-economic background, as well a as low one, and also immigrants from a variety of countries (especially Turkey, Morocco, Dutch Surinam and the Dutch Antilles).

Instruments

For the investigation 13 tests were used relating partly to the conceptual aspects of language, such as vocabulary, defining words and retelling stories, partly to spelling orientation and reading concepts, and for a third part relating to the metalinguistic aspects of language such as auditive analysis and synthesis, rhyming words and objectivation (distinguishing long and short words without taking their meaning into account). Finally, there was also a test of knowledge of graphemes. The test battery was partly derived from existing tests, but some of the tests were specially developed. The diagram below shows the 13 tests in the order in which they were administered:

Test Number	Description	Number of items
1	Passive vocabulary	98
2	Active vocabulary	60
3	Defining task	64
4	Relating task	20
5	Writing orientation	24
6	Word analysis	10
7	Phoneme analysis	20
8	Syllable synthesis	20
9	Phoneme synthesis	20
10	Grapheme task	34
11	Rhyming task	10
12	Objectivation	10
13	Reading concepts	20

Procedure

The tests were taken individually. During the first year the teachers of all children involved in the experiment carried out an open language stimulating programme in which telling, reading out, and language games feature prominently. The emphasis is on the meaning component but there are also activities related to metalinguistic consciousness. The tests were repeated one year later. All children involved took part in the follow-up of this programme during the second year as well. A notable feature was that the teachers carried out the programme with the group as a whole. One half of the experimental group - divided in groups of 6 - was presented with a structured language stimulating programme during this second year. This programme comprised both meaning and metalinguistic aspects. Once or twice a week there were training sessions (a total of 30) led by an external teacher. The experiment was concluded by the administration of a third test. In the next two years the effects of these forms of language stimulation in reading in groups 3 and 4 will be established.

The results

This contribution will report the results of a two year investigation into the language development of three groups of infants as well as the effects of a programme of language stimulation after one year and after two years.

CONCURRENT SYMPOSIUM 2

PAPERS

Thureday 27 August 1500 - 1630 - Lecture Theatre 2

CHAIR : Professor Ferre Laevers
Katholieke Universiteit
Leuven, BELGIUM

PRESENTERS: Linda Thompson
Lecturer in Education
University of Durham, ENGLAND
"Time Well Spent - du Temp Perdu?"

Juliette Jongerius, Chris Mooy
Institute for Curriculum Development
SLO Enschede, NETHERDLANDS
"Curriculum Development for the First Two Forms of the Primary School"

B Schonewille
Vrije University
Amsterdam, NETHERDLANDS
"Ethnic Background, Classroom Instruction and Child Development: The Role of the Teacher to Stimulate Children's Behaviour in the Classroom by Giving Individual Attention"

Dr Linda Sontag
University of Amsterdam, THE NETHERLANDS
"Curriculum Characteristics in Kindergarten"

Prof. Maria Pla, Elena Cano, Roser Boix
University of Barcelona, SPAIN
"Sciences in Early Childhool School: Determining Factors for the improvement of Educational Quality"

Linda Thompson
Lecturer in Education
University of Durham, ENGLAND

"Time Well Spent - du Temp Perdu?"

Summary

This paper presents an anlysis of the way in which a group of twelve children spend their time during their first term in nursery school. The data presented is one level of descriptive analysis from a larger scale project which focuses on the development of social networks in the nursery and the children's use of language in those networks.

Previously research on children's use of time, has concentrated on the cognitive complexity of learning activities as an explanatory factor for the time that young children spend engaged in classroom activities (time on task). This paper is based on an ethnographic study of twelve bilingual (Panjabi-English) children during their first term in the nursery school, when they are undergoing the experience of enculturation into the process of schooling.

Data were collected from two sources. Naturally occurring discourse data were gathered using audio-tape recordings of the children's language. These were complemented by 'thick' (Geertz, 1973) contextual data of the children's behaviour.

Analysis identifies a number of factors which prevail when the children spend a sustained period of time on selected tasks. It will be argued that in addition to the cognitive complexity of individual tasks there are a number of other features which could explain the time pupils spend on task. Specifically, the social dimensions of classroom interactions are presented as plausible explanatory factors in accounting for why children spend sustained periods of time engaged in self-selected learning activities.

Background

To assess what is actually learned by children, teachers need to scrutinise exactly what it is that children do in school, how children spend their time and in which activities they engage. In situ classroom observation studies are not entirely novel. This paper poses the question 'What does the child do?' in relation to a bilingual child during his first term in a nursery school. What is discussed here is part of a larger ethnolinguistic study, undertaken in the North East of England, the aim of which was to provide a descriptive analysis of the social and linguistic adaptation of a group of twelve Panjabi speaking children as they began their formal education in an urban nursery school. This paper presents one aspect of the original study in the form of a case study of one informant during his first term at Box Hill Nursery School.

Methodology

Data were collected from two complementary sources. Discourse data were collected using light weight Sanyo Micro Talkbook 6000 audio cassette recorders. These were concealed with specially designed jerkins worn by the informants. The 15 feet of the microphone provided an instantaneous record of the child's linguistic environment. This method of data collection was used in preference to radio microphones because it allowed for the child's unfettered movement around the nursery schcol both indoors and outside. One hour of continuous discourse data was gathered from each informant during their first visit to the nursery school and on two subsequent occasions during the first term in formal education.

The data were complemented by 'thick' (Geertz, 1975) contextual data. The observations were carried out by two researchers simultaneously. Both were formerly primary school teachers of many years' standing. They collected data pertinent to the ecological description of:

(i) how each child spent time
(ii) which learning domains the child selected to visit
(iii) how much time was spent on selected activities

This contextual data provided information to illuminate the questions:

How do children spend their time in nursery school?

Does that experience vary from day to day?

Conclusions

Monolingual teachers of bilingual children do need to be aware of the differences (and similarities) of cross-cultural interactions and the subsequent effects these may have on young learners during their first experience of schooling in the dominant societal language. This study suggests that the inherent cognitive complexity of specific learning tasks may be less influential in sustaining individual children's interest and hence time on task than social and environmental factors. In order to ensure that time in nursery school is used to best advantage, teachers should consider these elements alongside the structuring of learning activities. With increased nursery provision a topical educational and political consideration it should be borne in mind that it will only be of benefit to the individual child if it is a quality experience.

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"Curriculum Development for the First Two Forms of the Primary School"

Summary

Under the Primary Education Act (1985) education for children between the ages of 4 and 12 should be organised in such a way that children are able to progress with continuous development. "Continuity" or "continuing lines of development" became quality standards of the new primary school.

Within this innovation process SLO was commissioned to develop a curriculum for forms 1 - 4 (children between the ages of 4 and 8), with special emphasis on the continuity in the developmental process of the children and the teaching activities.

We shall report on the first phase of this work: a draft curriculum for forms 1 and 2. We shall emphasise selection and distribution of subject matter and present a detailed example.

The theoretical basis of the work

Our point of departure is an educational concept in which the development of children is seen as a process that can be influenced, within certain margins. For education this implies that a careful structuring and quality control of both the material and the immaterial learning environment influences the developmental process. For young children this careful structuring and control of quality can be made operational within an area of tension of eliciting and supporting behaviour by the teacher, by her acting and structuring of the learning environment.

Description of the curriculum

In our curriculum we make proposals on the basis of this theoretical framework for:

- the aims and the function of the aims
- selection and distribution of the learning contents
- the pedagogical and didactic behaviour of the teacher
- the organisation of the learning environment
- the evaluation

For all choices that have to be made the basic criterion should always be the relevance of the educational arrangements for the children.

Evaluative conclusion

In the development work we have come across the difference in school culture between the former nursery school and the former primary school with respect

to explicit systematic behaviour (according to a plan) in the school and the evaluation of education.

This is a broader innovation problem: systematic educational planning in forms 3 to 8 should be changed into the direction of more flexibility in educational arrangements (more scope for differentiation with respect to content and working methods), whereas educational planning in forms 1 and 2 should be changed into the direction of making the selection of learning materials explicit. When contents of the curriculum for forms 1 and 2 are made explicit as part of the curriculum of the whole primary school, teachers often feel this as a step towards non-flexible education that cannot do full justice to the development of children.

Conclusion: the implementation of our curriculum for forms 1 and 2 will only be possible in connection with the implementation of the curriculum for forms 3 and 4, which is still due to take place.

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Ethnic Background Classroom Instruction and Child Development: The Role of the Teacher to Stimulate Children's Behaviour in the Classroom by Giving Individual Attention"

Summary

In 45 classes of 29 schools for Dutch primary education 273 4 year old children (6 per class) with different ethnic backgrounds and their teachers were observed during their classroom activities in both whole-class and individual setting. A 10 category observation system was used to describe level of pupil involvement and his verbal interaction; a 19 category observation system was designed to describe teacher behaviour on two aspects: what is the object of teacher behaviour (whole class versus individual pupil; and yes/no target pupil) and what kind of behaviour is shown by the teacher (academic or management behaviour). Data will be presented to test the following hypotheses: 1. there is no difference in pupil involvement due to background; 2. ethnic background is related to level of verbal interaction; 3. individual teacher attention is related to pupil involvement; 4. the kind of teacher behaviour (general stimulating versus direct steering; verbal versus nonverbal) is related to pupil involvement; 5. teachers can compensate for ethnicity by differentiating individual attention.

Theoretical framework

The instructional process has been described in terms of teacher and pupil time expenditure (Schonewille, 1989). He thereby has put forward the research tradition that goes back to the model of school learning posed by Carroll (1963), that has been worked out by Bloom (1974) and by the researchers of the Beginning Teacher Evaluation Study (BTES; 1978). In the Netherlands Veenman, Voeten & Lem (1987) used time-spending variables to describe teacher and pupil behaviour within classrooms. The description of pupil behaviour focuses primarily on the percentage of time spent in a task oriented way. Teacher behaviour is generally presented as percentages of time spent to academic versus non-academic (procedural or managerial) activities. The underlying assumptions are that the more academic teacher behaviour is, the better children will learn at school, and the more task oriented the pupils are, the better they will develop what has been stated in the educational goals. Schonewille has added to these assumptions the hypothesis concerning the individual attention the pupil gets from his teacher: the more individual attention a pupil gets and the more academic this individual attention is, the more task oriented the pupil will be and the more he will develop to attain the educational goals. Schonewille (1992) has posed a theoretical model to describe the individual learning process by combining pupil characteristics (including background characteristics), pupil time spending patterns, percentage and kind of individual attention by the teacher and educational attainment by the pupil.

This model has been used to analyse instructional effects on the individual learning process that starts when children go to school at age 4 (in the Netherlands) to begin their primary education. Instead of focusing on task orientation as most important aspects of the child behaviour Laevers (1991) and Harskamp, Pijl & Snippe (1991) have drawn attention to the level of involvement a child shows during the completion of tasks given by the teacher or during free play. In the ongoing longitudinal research project child behaviour has been operationalised in accordance with this advice. One of the arguments supported by teachers is that the differences between procedural behaviour and task oriented behaviour are not as clear in the first years of schooling as they are in later years when there is a clear distinction in different subjects. Teachers state that in the first years of schooling pupils even learn when they have to get or put away their materials or have to clean their tables and so on.

In accordance with Harskamp's approach a 4 category scale was used to describe the level of involvement from (0) no play or no involvement at all to (4) very intensive play or very high involvement. Because of the important role of language in development when Turkish, Surinam an Dutch children are compared, a measure of verbal interaction was also developed.

As for the academic behaviour of the teacher Harskamp et al. have made the distinction between general stimulating teacher behaviour and teacher behaviour consisting of direct steering. Harskamp gives 4 types of general stimulating behaviour by the teacher: teacher monitoring the child play; teacher gives positive feedback. Harskamp gives two types of direct steering behaviour: teacher helps the pupil and the teacher gives help and negative feedback.

Because of the central issue of ethnicity in relation to the important role of language, the idea of general stimulating behaviour versus direct steering behaviour was combined with the dimension of verbal interaction. General stimulating teacher behaviour can also be verbal: for example when a teacher gives ideas or instructions about materials and so on. Direct steering, on the other hand, can also be nonverbal and verbal. Nonverbal direct steering is when a teacher gives a demonstration of how to accomplish a task or how to play with certain objects/materials without verbalising it. Verbal direct steering is when a teacher verbalises his acts when he gives a demonstration of a task or of play.

Method

Observations took place in March 1992. Each class was visited by a trained observer once a week. In each class the teacher and 6 target pupils were observed during 15 second intervals. During pupil intervals the level of involvement and a description of the interaction (no or nonverbal, pupil listens, pupil speaks) had to be determined for the target pupil. During teacher intervals the observer had to determine if the teacher was directed towards one of the target pupils and what kind of behaviour the teacher showed. By combination of these two aspects the amount and kind of individual attention can be determined for every target pupil.

General evaluative conclusion

Because analyses of the data-set are being carried out, general conclusions about the results can not yet be given.

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"Curriculum Characteristics in Kindergarten"

Summary

The study that is the subject of this proposal is part of a larger project under the leadership of Prof. W Meinjnen (University of Amsterdam), Prof. A van det Ley (Free University of Amsterdam) and Dr P Leseman (Erasmus University of Rotterdam).

The research project examines the influence of social (home-environment) and within-school determinants on school careers. The subject of this longitudinal project is a cohort of about 450 students enrolled in kindergarten in the fall of 1991 at the age of four. The selected students attend 29 primary schools. In the project the emphasis is on the school career of children of ethnic minorities, especially Turkish and Surinamese children, and the school career of children from middle and low socio economic status (SES). The data in this study are collected on different levels: school level, class level and student level.

The study examines the influences of school, class and curriculum on teaching characteristics and the school career of young children. In this paper I will discuss the construction of the variables and instruments and present some descriptive results with regard to characteristics of the curriculum in kindergarten.

Theory

The study on the characteristics of the school, class and curriculum is based on the well-known five correlates of effective schools: instructional and administrative leadership, emphasis upon student attainment of basic skills, high expectations for student achievement, frequent monitoring of student progress and the presence of an orderly and positive learning climate. The effectiveness of these factors in the Dutch school system, especially for young students from ethnic minorities and middle and low SES, is still not clear. In addition to these factors, other conditions, thought to have a positive influence on the development of children are involved in this study: organisation of second-language acquisition, organisation of OETC[1], team consensus and parent involvement. Finally, some characteristics of the group (mean age, composition qua gender, nationality and SES, mean achievement scores) are thought to influence the development of the individual children.

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[1] OETC stands for minority language and culture teaching.

In this paper I will discuss some of the data collected on class level with regard to the characteristics of the curriculum. The operationalisation of the variables and the construction of the instruments are based on the concept that the education of young children must be goal-directed. There must be a flexible transition from "intended" playing via working with developmental material to the acquisition of the basic skills (reading and math). The teacher is supposed to register the progress of the students and use the registered information to plan the curriculum without losing sight of the individual needs of the students. To avoid chaos, due to the fact that different activities are taking place at the same time, the teacher must maintain a schedule. In addition to these basic ideas the principles of so-called experience-based education (Laevers, 1991), provide some clues for the operationalisation of the variables with regard to the class climate.

Materials and results

Because of the specific nature of the curriculum in kindergarten, it was necessary to develop new instruments. The construction of the instruments will be discussed in the paper.

The teachers were interviewed and also filled in a questionnaire. In addition, they were observed in the classroom (see proposal B. Schonewille) and they recorded in a logbook all the activities the students performed during a particular week. Results on the following correlates of effective schools with regard to the curriculum will be presented:

- the presence of an orderly and positive learning climate (observation and interview);
- the importance of acquiring the basic skills (logbook);
- the presence of a student monitoring system (interview).

Analyses of the data set are still being carried out, general conclusions about the results cannot yet be given. Results will be presented separately for each variable and will not yet be related to the achievement scores of the students.

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University of Barcelona, SPAIN

"Sciences in Early Childhood School: Determining Factors to the improvement of Educational Quality"

Summary

The paper that we present belongs to a research subsidized by the "Ministerio de Educacion y Ciencia" into the projects of investigation of the "Direccion General de Investigacion Cientifica y Tecnica". The principal aim is the positive implementation of the process of teaching- learning of sciences at Early Childhood School. We have wanted to give an attentive look to the talk of children giving simple tools (balances, irons...) of science world that stimulates the play and, at the same time, invites positive learning.

A description of material of theoretical basis of the work

Sciences make pupils interested in the world that involves them and assists them to interpret it, helps them to understand the changes and the relations between living organism, teaches them to use the ways in the resolution of practical problems and to get procedures... moreover, in general, it contributes to the intellectual development of the child and to integrate him into good civics. Due to these causes, we consider that the analysis of the study of the sciences in the early childhood education contributes to the improvement of the educative process in all its aspects and means an increase of its quality. In the "Diseno Curricular Base" (Basic Curricular Design) for the Early Childhood Education, we find a whole range of theoretical propositions concerning the sciences in this stage: curricular propositions for the scientifical alphabetization of kids, propositions of new languages and ways of expression, propositions to bring the child to explore and look around him, in fact, an attempt to create their own genesi of the scientific phenomenon's interpretation.

In order to stimulate the oral expression between the kids, wanting them to explain what they think, we have utilised the techniques of J Tough based in utilising the illustrations to value the uses of the language. We have also based our work on L S Vygotsky, giving importance to the natural interpretations, the values of preconceptions and the idea that children could express their thoughts through the language.

Research design:

a) Target:

- Analyse some scientific themes and its integration into the scholastic curriculum.

- Evaluate the scientific themes and its integration into the scholastic curriculum.

- Establish correlations between semantic and syntactic level of oral expression and pattern of expression relative at scientific concepts.

- Make possible the implementation of scholastic curriculum designed for the teaching-learning of scientific concepts.

b) Hypothesis:

- What are the preconceptions of schoolboys and schoolgirls between 3 and 7 years old about the balances and how to weight different things?

- What are the possibilities of oral expression with which the pupils demonstrate their preconceptions?

c) Methodology and used techniques

We have selected a sample at random of 188 children in schooling at early childhood school and the first cycle of primary school. We have utilised these tools.:

- Bankson Language Screening Test, for the analysis of semantic knowledge in Cathalan and Spanish language.

- Test EDEI of classification of objects, which allow us to analyse abstrct reasoning.

- Test "Play with balances" (Pla, Boix, Cano, 1990) for the analysis of scientific concepts about machines for weight and the notions of equilibrium, disequilibrium and weight. This test has been recorded on tape and it can allow us a deep analysis of oral possibilities of each schoolboy and schoolgirl.

Evaluative Conclusion

In general, it's denoted the shortage of scientific vocabulary between youngest children but we can also observe the quick evolution that they experiment in the aquisition not only of this type of vocabulary but scientific knowledge around it. It can be checked that the existence of misconceptions stay through the years. That's why the importance of treating these kind of subjects in the Early Childhood School, not only including natural sciences topics strictly but physics and chemistry too. So that, we see the need to include these scientific concepts in Early Childhood's Curriculum with the proposal to get an improvement in the educational quality.

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CONCURRENT SYMPOSIUM 3

PAPERS

Friday 28 August 1500 - 1630 - Lecture Theatre 2(?)

CHAIR: Professor Christine Pascal
Chair of Early Childhood Education
Worcester College of Higher Education, ENGLAND

PRESENTERS: Goran Lassbo
University of Gothenberg, SWEDEN
"The Third Step: An Attempt to Operationalise Quality of Early Childhood Education in the Welfare State"

Frances Bond
Towson State University, USA
"Monitoring Quality Programmes"

Goran Lassbo
University of Gothenberg, SWEDEN

"The Third Step: An Attempt to Operationalise Quality of Early Childhood Education in the Welfare State"

Quality, a complex concept

Recently an increased interest in questions concerning implications and implementations of quality in the care and education of young children has emerged. According to the American psychologist Jay Belsky this tendency reflects the hallmark of the third step in the development of the scientific study of public child-care, representing a shift in interest and complexity, narrowing and specifying a previous focus on the general good and bad aspects of different forms of child-care. Now more emphasis is placed upon questions concerning how different aspects of child-care have various kinds of effects on different types of children. Theoretically this has caused a shift from psychodynamic theory to theories more rooted in social-psychology or sociology.

The concept of quality is one of complexity and even diffusion. Two aspects are discussed in this paper. These concern 1) the definition of quality and 2) the local state of development within the field of child-care. The theoretical discussion is complemented by descriptive examples from an attempt to practically tackle some of the questions clinging to the implications and the implementations of quality in the care and education of young children.

Future development?

This has been an attempt to offer a contribution to the operationalisation of the concept "quality" in the care and education of young children. The parties in this process are the parents and the personnel who cooperate in defining the aims for a local child-care programme and who develop its practical form. As a means of assistance several instruments for scanning the needs and expectations of the parties have been developed.

This formula should fit the official aims for public child care in Sweden, which underline the importance of the shared responsibility between parents and personnel. Several possibilities for the development of this cooperation are in place, eg. several forms of scheduled contact, the right of parental leave to introduce children to child-care centres, and the right to spend one day with full payment with your child at the centre every year. The notion of the importance of good contact with the parents is already an important aspect of the preschool teachers' training. Still, to turn the existing forms of contact into working cooperation, the parties must develop partly new forms and content. Contact traditionally covers some formal aspects (what clothes children should bring, what times are less convenient for leaving or picking up the child), and sometimes information about the single child (he is still aggressive, she has not been feeling well this afternoon). Parents have taken little responsibility for the planning and arrangement of the programme. Until recently most parents have been content with the fact that they have a place for their child in public child-care. They have accepted the programme as the work of professionals and as a part

of a comprehensive programme for all children. As time goes by circumstances change. Cuts in public spending on child-care in line with the new governments intentions and the stressing of the importance of a variety of services offered, have broadened the debate. The demands for new forms of child-care could be interpreted as an interest of a more open, unprejudiced discussion between equal parties.

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Frances Bond
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"Monitoring Quality Programmes"

Summary

Quality early learning experiences contribute to and enhance the development and maturation of children within a wide range of developmental norms. Therefore, the school's instructional programme must be flexible in responding to the developmental needs of children from diverse ethnic and cultural backgrounds and within a wide range of developmental levels. It must be built on the interests and abilities of each individual in a nurturing environment to help each child become a successful and confident learner. It is with this view that a set of standards and indicators were developed in collaboration with the Maryland State Department of Education with input from early childhood educators. The standards and indicators address seven areas, which research has shown to contribute to quality programmes for young children. These areas are: 1) programme administration; 2) programme operation; 3) home-school cooperation; 4) staff development; 5) continuity of learning; 6 programme accountability; and 7) comprehensive programming.

The presentation will give research on the basis for selection of the seven areas. Each area will be discussed for its importance to quality programmes. Standards and criteria will be examined as a basis for monitoring programmes for young children.

Background

Over the past decade, much of the research conducted on early childhood education has focused on the components of quality education in the early years. Questions that have been examined include: "How do we define quality education?" What are the basic indicators of quality education and most importantly, how are quality programmes monitored? A goal of education for the early years is to bestow immediate and long-term benefits to participants. Research by Weikart and Schweinhart (1985) suggests that only programmes that are of high quality have a positive long-term impact on children's total development. Quality education is not a matter of trial and error. Through a review of the literature and an examination of best practices, we have learned that there are common components that contribute top quality programmes for young children.

The purpose of this paper is to discuss components of quality programmes for young children and to report the efforts of the Maryland State Department of Education to monitor quality programmes through a state accreditation process in collaboration with the National Association for the Education of Young Children.

Conclusion

John Dewey once said that what the best and wisest parent wants for his children, the community must want for all its children. If the educational community takes that precept seriously, then what early learning programmes must hold themselves accountable for is clear. Parents want schools that help their children become competent and confident; schools which give children the knowledge and skills, and attitudes they need to face and shape the future. Parents also want schools that educate their children with discretion; schools that take into consideration children's unique needs, nature and learning style. Early childhood education, therefore, must be accountable for the quality of their programmes in order to ensure the very best start for all young children.

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CONCURRENT SYMPOSIUM 4

PAPERS

Friday 28 August 1500 - 1630 - Conference Centre, Worcester Room

CHAIR: Professor Philip Gammage
Dean of Education
Nottingham University, ENGLAND

PRESENTERS: Tony Bertram
Worcester College of Higher Education
ENGLAND
"A Comparative Study of Early Years Teacher Education in 11 Europen Countries"

GM van der Aalsvoort
University of Nijmegen, THE NETHERLANDS
"A Study of Factors Influencing Competence with Pre-Schoolers and their Professional Caretakers"

Professor Isabel Doxey
Ryerson
Toronto, CANADA
"Redefining the Field Experience Component of Early Childhood Teacher Preparation Programmes"

Tony Bertram
Worcester College of Higher Education
ENGLAND

"A Comparative Study of Early Years Teacher Education in 11 European Countries

Summary

The ATEE Early Years Working Group was established in Limerick, Ireland at the 1990 Annual Conference of the Association of Teacher Education in Europe. The aim of this European Group was to raise the visibility and status of early years teacher education and to facilitate a supportive and collaborative European Early Years network.

Since its inception, members of this group have completed the first phase of a substantial comparative project which was part-funded by the European Commission. The focus of the project was to compile a "Comparative Directory of Initial Training for Early Years Teachers in Europe.

Method

The data was collected by field co-ordinators in each of the 11 participating countries. They gathered data to complete a questionnaire which asked for information on:

1. The structure of the education system.
2. Current trends and changes.
3. Names and addresses of ministries with responsibility for teacher education, and authorising bodies for course.
4. Criteria used in authorising courses.
5. The status and level of training.
6. A description of course requirements.
7. An outline of the content of courses.

The data was collated and analysed by a small team of core researchers based at worcester college and the issues stemming from this analysis form the basis of the paper.

The author will present a comparative evaluation of early years teacher education in 3 of the participating countries: England, Sweden and Spain, as exemplars of the similarities and differences which were highlighted in the research. The comparative analysis allows the authors to identify a number of common trends and key issues across Europe for those involved in Early Years Teacher Education.

These include:

- A European-wide focus on the importance of pre-primary education and a rapid expansion of educational provision from birth.

- A European-wide reconsideration of curriculum and teaching methodology to ensure that it is developmentally appropriate. In many countries this is causing a move away from formal, didactic modes of instruction towards more child-centred, experiential, and active modes of learning, and a loosening up of centrally determined curriculum content. In other countries the opposite movement is taking place.
- A European-wide movement to upgrade and expand opportunities for the professional training of pre-primary teachers. In the majority of countries courses are becoming longer, more academically focussed and

based largely in institutions of higher education, working in partnership with schools. The need for a sound theoretical underpinning to professional practice is seen as an essential element of training.

- A European-wide movement to decentralise the curriculum of both schools and training institutions to allow room for innovation, individualisation and flexibility so that local needs and circumstances can be met more effectively.

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GM van der Aalsvoort
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"A Study of Factors Influencing Competence with Pre-Schoolers and their Professional Caretakers"

Summary

In this study factors influencing competence of preschoolers and their professional caretakers are analysed. Therefore, twelve caretakers of both pre-school day-care and day nursery carried out a Classification Task with three preschoolers each, individually. This task situation was videotaped. In all 35 preschoolers aged 2.8 to 3.6 years participated. Also information was gathered on intelligence and Socio Economic Status of the preschoolers, and of Judgement of Learning Behaviour on the preschoolers and years of professional working experience of the caretakers. Analysis of the data shows that factors of preschoolers influence competent behaviour during task performance as well as factors in the behaviour of the caretakers do. The instruments used for analysing the task performance have shown to be practical significant. Successful implementing activities with Senior Secondary Education will have been carried out and can be reported on by August 1992.

Theoretical basis of the work, method and conclusions

Since 1984 provisions for day-care in the Netherlands have increased highly because of financial support of the Dutch government. This means that at this moment in Holland most children at the age of 4 have experienced some kind of day-care, being pre-school day-care and day nursery mostly, before they enter primary school. Research of Smits & Stevens (1991), points to the possibility that developmental delay is detected earlier when a child visits some form of day-care. A grant from the Foundations of Children Stamps made an exploratory study on competence of preschoolers possible. A theoretical model based on theoretical assumptions and results of studies on competence with toddlers, preschoolers and their parents is described first. We used these research findings in order to study the same issues with preschoolers and professional caretakers.

Development of learning behaviour refers to development of a child characteristic that contains a motivational concept. It is partly shaped by the social support the child gets from his caretakers being the mother mostly. Social support according to Erickson, Sroufe & Egeland (1985) consists of three elements referring to the quality of the adult's behaviour. These elements are an affective component; a regulating component, and an instruction component. According to this theoretical assumption an adequate caretaker will provide in adequate social support when assisting the child that performs tasks. Competence is also described as an independent trait referring to the organism's capacity to interact effectively with its environment (van Aken, 1991). If this assumption is also true for professional caretakers in our study, we will come across caretakers who arrange task situations in such a way that they balance between striving for autonomy of the preschooler and supporting when the task appears to be too difficult and help seems necessary. Heckhausen for example (1987) did find this pattern with mothers and their infants in a longitudinal study. Competence is described as being related to both

developmental success and quality of support of the caretaker during task performance. Situation bound characteristics then may develop. As Rogoff & Gardner (1984) point out, showing competence always occurs in interaction with other people. It is socially defined, interpreted and supported. Competence then is a product of both adequate social contact between the adult and the child, and of an adequate competence development of the child. According to Wertsch, Minick and Arms (1984) differences in societal role may influence the way the adult creates this context. If this assumption is true, professional caretakers of pre-school day-care and day nursery may function differently and therefore elicit difference in competence of the preschoolers during task performance.

Our general question if it is possible to relate competence of the preschooler with the quality of support of the caretaker can be answered from these quite different points of view on competence. Our exploratory study should help us in finding if, and if so how competence of the preschooler is influenced by the caretaker. We will analyse factors influencing competence by designing a task situation in which each child participates with his professional caretaker individually.

The sample of children consisted of preschoolers ranging from 2 years and 8 months to 3 years and 6 months of age. These children were enrolled in either a pre-school day-care or a day nursery. The sample of caretakers consisted of 5 caretakers of a pre-school day-care and of 7 caretakers working in a day nursery.

Selection for pre-school day-care and day nursery was identical. The participating centres come from 5 middle big cities in Holland. In each city at random a Board on day-care was asked to participate. Professional caretakers had to be practicing for at least two years, and for at least two days a week in the day-care or nursery that participated. The participating caretakers selected three preschoolers and completed questions on behaviour (Wagenaar & Scholte, 1988). Firstly each child was tested individually with the Gross Formboard (Berg. Pennings et al, 1985) in a separate room and separate from the caretaker. Afterwards the caretaker was seated with the child and was asked to help in a way that the child would perform a Classification Task (Van der Aalsvoort & Ruijssenaars, 1992) successfully.

The task we used is derived from classification tasks used in Dutch studies on the validation of learning potential tests. The test-retest reliability is .69 (Hamers & Ruijssenaars, 1984).

In this task the child has to classify blocks after a criterion that is not explained beforehand. For the preschoolers the three tasks are: task 1, classifying colour; task 2, classifying form and task 3, classifying size. Both the individual and dyad assessment was videotaped with video equipment that was in the testing room.

We used the following instruments used for analysis:

Scales on Support of the caretaker (Erickson et al, 1985), Scales on Competence of the pre-schooler (Erickson et al, 1985), Event Analysis of Helping Behaviour (Van der Aalsvoort & Rujssenaars, 1992), Analysis of Regulation behaviour (Wertsch, et al. 1984).

Analysis of data suggest that competence is partly influenced by the capacity of the preschooler and the strength of matching behaviour of both the preschooler and his professional caretaker during task performance.

Implementing activities when transferring these findings into Secondary Education show that the amount of professional experience of the caretaker strongly influences the usccess of transfer into daily-professional caretaking.

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"Redefining the Field Experience Component of Early Childhood Teacher Preparation Programmes"

Summary

This paper will describe the re-design of the field experience component of the degree programme requirements of the School of Early Childhood at Ryerson within the context of research and practices in teacher education generally and the current Canadian political and social dynamics. Aspects considered will be the purposes and goals of the field experience, the timing and types, approaches to the theory/practice symbiosis, the triad of the student, field site personnel/Faculty member, site selection, documentation, implementation, evaluation and certification issues.

Outline of the Theoretical Basis

The re-designed programme has been founded on the following assumptions and principles:

a. that the field experience is widely held to be one of the most useful components in teacher education programmes (see Doxey, 1987, Ziechner, 1992 and articles in the Journal of the National Association of Early Childhood Teacher Educators);

b. that the field experience should aim to nurture 'reflective' practitioners rather than aiming for a specific level of competency mastery (from the work of Schon, 1983 and others) through conferencing, journal writing, the use of feedback, and the identification of perceived strengths and weaknesses (Houston, 1990, and Shapiro and Sheehan, 1986);

c. that students in teacher preparation programmes progress through identifiable degrees of developmental (Jones, 1986) and that the field experience should take into account this progression (VanderVen, 1989, Morine-Dershimer, 1991);

d. that teacher preparation programmes must help students to recognise and understand the uniqueness of each child and harmonise their strategies to support childrens' present and future potentials with actions which contribute to improved learning. (Spodek & Saracho, 1990, Borko & Shavelson, 1990);

e. that teacher thinking involves the active transformation and evaluation of knowledge, skills, attitudes and dispositions (Saracho, 1988, Shulman, 1987, Fenstermacher, 1986) which can best be supported within a mentoring partnership involving Faculty, field associates and students (O'Neill, 1988).

Description

During the decade of the 80's, much attention was given to the conditions of young children and their families in the international public and private press. Central to the discussion is the issue of who should teach and care for the young and how such professionals could best be prepared.

As a professional school offering a four-year professional preparation degree we undertook extensive reviews and evaluations of our programme, most specifically the policies and practices for the field experience component. This process was most timely. In Ontario, particularly, the last few years task forces, and parliamentary commissions have studied the early childhood scene, making recommendations and laying a bedrock of improved understanding and support for change. With families changing their structures and status, the economy continues to impact on the Canadian childcare patchwork, on the teacher education field generally and on early childhood education specifically.

Our current policies and practices at Ryerson have attempted to be responsive to these conditions and issues. We have designed operationalised and evaluated course content, the relationships between course and field work, and the nature of the field experience. We have been at the forefront of initiatives in Canada and been involved in partnerships in India and Jamaica related to early childhood teacher preparation. These initiatives can now be shared in a spirit of collaboration in order to learn from others, to re-evaluate our efforst, and to ultimately further the quality of the early childhood practitioner internationally.

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Zeichner K (1992) Conference Address WestCast '92 conference on Teacher Education. Edmonton, Alta, February 27.

List of Delegates

SURNAME	FORENAMES	INSTITUTION	COUNTRY
AERTS	PAUL	GESUBSIDIEER DE VRIJE NORMAALSCHOOL, WIJNEGEM	BELGIUM
ANSTETT	SIV	UNIVERSITY COLLEGE OF ESKILSTUNA / VASTERAS	SWEDEN
APPELQVIST	ROLF	UNIVERSITY OF BORAS	SWEDEN
ARFWIDSON	LENA	LUND UNIVERSITY	SWEDEN
BARROSO	ANTONIO	DIRECTORATE GENERAL FOR BASIC AND SECONDARY EDUCATION	PORTUGAL
BEETLESTONE	FLORENCE	UNIVERSITY OF GREENWICH	ENGLAND
BERG-DE JONG	MARJANNA	LUND UNIVERSITY	SWEDEN
BERTRAM	TONY	WORCESTER COLLEGE OF HIGHER EDUCATION	ENGLAND
BJORKDAHL ORDELL	SUSANNE	UNIVERSITY OF BORAS	SWEDEN
BJORKLUND	ELISABET	HOGSKOLAN I GAVLE / SANDVIKEN	SWEDEN
BLIGHT	MARY	BRISTOL POLYTECHNIC	ENGLAND
BOIX TOMAS	ROSER	UNIVERSITY OF BARCELONA	SPAIN

SURNAME	FORENAMES	INSTITUTION	COUNTRY
BOND	FRANCES	TOWSON STATE UNIVERSITY	USA
BOSCH	WIEKE	PABO, AMSTERDAM	THE NETHERLANDS
BROOKER	JO	SOMERSET LOCAL EDUCATION AUTHORITY	ENGLAND
BROSTROM	STIG	ROYAL DANISH SCHOOL OF EDUCATIONAL STUDIES, COPENHAGEN	DENMARK
BRYSON	MARGARET	MORAY HOUSE COLLEGE, EDINBURGH	SCOTLAND
BURDON	DAVINA	WORCESTER COLLEGE OF HIGHER EDUCATION	ENGLAND
BUTTERFIELD	JEAN	GREEN TOP FIRST SCHOOL, DONCASTER	ENGLAND
BYARD	ELIZABETH	GWENT LOCAL EDUCATION AUTHORITY	WALES
CANO	ELENA	UNIVERSITY OF BARCELONA	SPAIN
CARTER	MIKE	HEREFORD AND WORCESTER LOCAL EDUCATION AUTHORITY	ENGLAND
CHASSERANT	COLETTE	DIRECTION DE L'ENSEIGNEMENT CATHOLIQUE	FRANCE
CHEONG	C	CHARLOTTE MASON COLLEGE, AMBLESIDE	ENGLAND

SURNAME	FORENAMES	INSTITUTION	COUNTRY
CLARK	ALLISON	SCEA SCHOOLS	CYPRUS
CLARK	MARGARET	UNIVERSITY OF BIRMINGHAM	ENGLAND
CLARK	MYRA	CRAIGIE COLLEGE OF EDUCATION, AYR	SCOTLAND
COATES	ELIZABETH	UNIVERSITY OF WARWICK	ENGLAND
CORREA FIGUEIRA	MARIA CRISTINA	SCHOOL OF EDUCATION, SETUBAL	PORTUGAL
CULLINGFORD	CEDRIC	BRIGHTON POLYTECHNIC	ENGLAND
DE SOUZA	SONIA	ST DOMINIC'S INTERNATIONAL SCHOOL	PORTUGAL
DEN ELT	MIEKE	MINISTRY VAN WELZIJN, VOLKSGEZONDHEID EN CULTUUR	THE NETHERLANDS
DENORIS	ELLEN	ANGLIA POLYTECHNIC UNIVERSITY	ENGLAND
DESPLENTER	LIEVE	GESUBSIDIEER DE VRIJE NORMAALSCHOOL, WIJNEGEM	BELGIUM
DEWHIRST	WENDY	LEEDS POLYTECHNIC	ENGLAND
DONKERS	BRAM	NATIONAL INSTITUTE FOR CURRICULUM DEVELOPMENT	THE NETHERLANDS

SURNAME	FORENAMES	INSTITUTION	COUNTRY
DOWLING	MARION	DEPARTMENT FOR EDUCATION	ENGLAND
DOWRICK	NICK	EDGE HILL COLLEGE OF HIGHER EDUCATION, ORMSKIRK	ENGLAND
DOXEY	ISABEL	SCHOOL OF EARLY CHILDHOOD EDUCATION, RYERSON	CANADA
DULLEMONT	AW	MINISTRY OF EDUCATION	THE NETHERLANDS
DUNCAN	JUDITH	SCOTTISH OFFICE EDUCATION DEPARTMENT	SCOTLAND
DYE	JANET	BRITISH ASSOCIATION OF EARLY CHILDHOOD EDUCATION	ENGLAND
ENBJARDE DAVIDSSON	CHRISTINA	UNIVERSITY COLLEGE JONKOPING	SWEDEN
ENSING	JEAN	DEPARTMENT FOR EDUCATION	ENGLAND
ERIKSSON	BARBRO	UNIVERSITY COLLEGE OF ESKILSTUNA / VASTERAS	SWEDEN
FAST	CARINE	UPPSALA UNIVERSITY	SWEDEN
FRANGOS	CHRISTOS	ARISTOTLE UNIVERSITY OF THESSALONIKI	GREECE
GAMMAGE	PHILIP	NOTTINGHAM UNIVERSITY	ENGLAND

SURNAME	FORENAMES	INSTITUTION	COUNTRY
GASPER	MIKE	LEOMINSTER INFANT SCHOOL	ENGLAND
GAVREL	MARIE-HELENE	DIRECTION DE L'ENSEIGNEMENT CATHOLIQUE	FRANCE
GEERVLIET	JOS	PABO, AMSTERDAM	THE NETHERLANDS
GOSLING	JEANETTE	WORCESTER COLLEGE OF HIGHER EDUCATION	ENGLAND
GOUTARD	MADELEINE	OMEP / UNESCO	FRANCE
GREEN	SUE	STOCKTON AND BILLINGHAM COLLEGE	ENGLAND
GREIG	ELIZABETH	NORTHERN COLLEGE OF EDUCATION, DUNDEE	SCOTLAND
GRIFFIN	MARY	HEREFORD AND WORCESTER LOCAL EDUCATION AUTHORITY	ENGLAND
GUDMUNDSSON	INGEGERD	HOGSKOLAN I GAVLE / SANDVIKEN	SWEDEN
GUNN	OLWYN	NASUWT	ENGLAND
GUNNARSSON	LARS	UNIVERSITY OF GOTHENBERG	SWEDEN
HAGESAETHER	GUNHILD	THE NORWEGIAN TEACHER ACADEMY, BERGEN / SANDVIKEN	NORWAY

SURNAME	FORENAMES	INSTITUTION	COUNTRY
HAGGLUND	SOLVEIG	UNIVERSITY OF GOTHENBERG	SWEDEN
HAMBER	HANS	SIPU	SWEDEN
HAMMARNAS	MONICA	UNIVERSITY OF BORAS	SWEDEN
HANNIKAINEN	MARITTA	UNIVERSITY OF JYVASKYLA	FINLAND
HEASLIP	PETER	WORCESTER COLLEGE OF HIGHER EDUCATION	ENGLAND
HEDLUND	BARBRO	LUND UNIVERSITY	SWEDEN
HOLLIGAN	CHRIS	CRAIGIE COLLEGE OF EDUCATION, AYR	SCOTLAND
HUBBARD	PAT	MINISTRY OF EDUCATION	NEW ZEALAND
HUGHES	JOYCE	NORTHERN IRELAND CURRICULUM COUNCIL	NORTHERN IRELAND
INSTRELL	CATRIONA	LOCHRIN NURSERY SCHOOL	SCOTLAND
JANSSEN-VOS	FREA	APS, AMSTERDAM	THE NETHERLANDS
JANSSON	TORE	UNIVERSITY COLLEGE OF ESKILSTUNA / VASTERAS	SWEDEN

SURNAME	FORENAMES	INSTITUTION	COUNTRY
JOHNSTON	GORDON	ST ANDREW'S COLLEGE, GLASGOW	SCOTLAND
JONGERIUS	JULLIETTE	NATIONAL INSTITUTE FOR CURRICULUM DEVELOPMENT	THE NETHERLANDS
KARLSSON LOHMANDER	MAELIS	UNIVERSITY OF GOTHENBERG	SWEDEN
KATZ	LILIAN	UNIVERSITY OF ILLINOIS	U.S.A.
KILBURN	YVONNE	NNEB	ENGLAND
KLEINBERG	SUSAN	JORDAN HILL COLLEGE OF EDUCATION, GLASGOW	SCOTLAND
LAEVERS	FERRE	KATHOLIEKE UNIVERSITEIT LEUVEN	BELGIUM
LAGERHOLM	KARIN	LUND UNIVERSITY	SWEDEN
LAMER	KARI	COLLEGE OF EARLY CHILDHOOD EDUCATION, OSLO	NORWAY
LANGSJO	EVA	UNIVERSITY OF GOTHENBURG	SWEDEN
LASSBO	GORAN	UNIVERSITY OF GOTHENBURG	SWEDEN
LAWSON	GAIL	CANTERBURY CHRISTCHURCH COLLEGE	ENGLAND

SURNAME	FORENAMES	INSTITUTION	COUNTRY
LESEMAN	PAUL	ERASMUS UNIVERSITY OF ROTTERDAM	THE NETHERLANDS
LIDHOLT	BIRGITTA	THE NATIONAL BOARD OF HEALTH AND WELFARE	SWEDEN
LINDROS	INGRID	LUND UNIVERSITY	SWEDEN
LJUNBLAD	TAGE	THE NATIONAL BOARD OF EDUCATION	SWEDEN
MALCOLM	HEATHER	SCOTTISH COUNCIL FOR RESEARCH IN EDUCATION	SCOTLAND
MALMSTROM	EVA	UNIVERSITY OF GOTHENBURG	SWEDEN
McCAIL	GAIL	HERIOT-WATT UNIVERSITY	SCOTLAND
MEHL	CHRISTINE	BILDUNGSANSTALT FUR KINDERGARTENPADAGOGIK MARIA-REGINA, VIENNA	AUSTRIA
MEIJNEN	WIM	UNIVERSITY OF AMSTERDAM	THE NETHERLANDS
MELIEF	AJ	MINISTRY OF EDUCATION	THE NETHERLANDS
MOOY	CHRIS	NATIONAL INSTITUTE FOR CURRICULUM DEVELOPMENT	THE NETHERLANDS
NORDESIO	LENA	HOGSKOLAN I GAVLE / SANDVIKEN	SWEDEN

SURNAME	FORENAMES	INSTITUTION	COUNTRY
NORGATE	ANN	WORCESTER COLLEGE OF HIGHER EDUCATION	ENGLAND
NURSE	ANGELA	MID-KENT LOCAL EDUCATION AUTHORITY	ENGLAND
OBERHUEMER	PAMELA	STATE INSTITUTE OF EARLY CHILDHOOD EDUCATION AND FAMILY RESEARCH	GERMANY
PARRY	SYLVIA		ENGLAND
PASCAL	CHRISTINE	WORCESTER COLLEGE OF HIGHER EDUCATION	ENGLAND
PAULSSON	KERSTIN	HOGSKOLAN I GAVLE / SANDVIKEN	SWEDEN
PERCH	PAUL	MINISTRY OF SOCIAL AFFAIRS	DENMARK
PETRIE	EDNA	OXFORDSHIRE LOCAL EDUCATION AUTHORITY	ENGLAND
PETTITT	DEIRDRE	UNIVERSITY OF DURHAM	ENGLAND
PHILLIPSON	STEVE	WORCESTER COLLEGE OF HIGHER EDUCATION	ENGLAND
PLA	MARIA	UNIVERSITY OF BARCELONA	SPAIN
PORTUGAL	GABRIELLA	UNIVERSITY OF AVEIRO	PORTUGAL

SURNAME	FORENAMES	INSTITUTION	COUNTRY
POWELL	RUTH	WORCESTER COLLEGE OF HIGHER EDUCATION	ENGLAND
PUTKIEWICZ	ELZBIETA	WARSAW UNIVERSITY	POLAND
RAMSDEN	ANNE	WYKEN CROFT NURSERY, COVENTRY	ENGLAND
RAMSDEN	FIONA	WORCESTER COLLEGE OF HIGHER EDUCATION	ENGLAND
RICHARDS	JANE	DONCASTER LOCAL EDUCATION AUTHORITY	ENGLAND
ROLANDER	INGRID	UPPSALA UNIVERSITY	SWEDEN
ROSS	EVA	WORCESTER COLLEGE OF HIGHER EDUCATION	ENGLAND
RUBINSTEIN REICH	LENA	LUND UNIVERSITY	SWEDEN
SAGBAKKEN	ANNE	COLLEGE OF EARLY CHILDHOOD EDUCATION, OSLO	NORWAY
SANDERS	MAUREEN	CLAYBROOK FIRST SCHOOL, REDDITCH	ENGLAND
SANTER	JOAN	UNIVERSITY OF NEWCASTLE UPON TYNE	ENGLAND
SAWYER	ANN	WORCESTER COLLEGE OF HIGHER EDUCATION	ENGLAND

SURNAME	FORENAMES	INSTITUTION	COUNTRY
SAWYER	WENDY	SOMERSET LOCAL EDUCATION AUTHORITY	ENGLAND
SCHOLES	JEANETTE	GREEN GABLES NURSERY SCHOOL, EDINBUGH	SCOTLAND
SCHONEWILLE	B	FREE UNIVERSITY, AMSTERDAM	THE NETHERLANDS
SHADBOLT	DAVID	WORCESTER COLLEGE OF HIGHER EDUCATION	ENGLAND
SHARP	CAROLINE	NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH	ENGLAND
SHARP	TRICIA	CANTERBURY CHRISTCHURCH COLLEGE	ENGLAND
SIGSGAARD	ERIK	ROYAL DANISH SCHOOL OF EDUCATIONAL STUDIES, COPENHAGEN	DENMARK
SKILBECK	MALCOLM	OECD	FRANCE
SMITH	NANETTE	WRIBBENHALL FIRST SCHOOL, BEWDLEY	ENGLAND
SØBSTAD	FRODE	QUEEN MAUD'S MEMORIAL COLLEGE OF EARLY CHILDHOOD EDUCATION,	NORWAY
SONTAG	LINDA	UNIVERSITY OF AMSTERDAM	THE NETHERLANDS
STILL	NICHOLA	BEVENDEAN PRIMARY SCHOOL, SUSSEX	ENGLAND

SURNAME	FORENAMES	INSTITUTION	COUNTRY
STOLL	MARTINA	CHARLOTTE-BUHLER-INSTITUTE, VIENNA	AUSTRIA
STOLTON	MARGARET	NASUWT	ENGLAND
SVENSSON	ANN-KATRIN	UNIVERSITY COLLEGE JONKOPING	SWEDEN
SWANN	ROZ	COLLEGE OF ST PAUL AND ST MARY CHELTENHAM	ENGLAND
SYLVA	KATHY	UNIVERSITY OF LONDON	ENGLAND
TENNANT	CHRISTA	WESTFIELD FIRST SCHOOL, RUGBY	ENGLAND
THOMAS	BARBARA	EDGEWICK COMMUNITY SCHOOL, COVENTRY	ENGLAND
THOMPSON	LINDA	UNIVERSITY OF DURHAM	ENGLAND
TOVEY	HELEN	ROEHAMPTON INSTITUTE OF HIGHER EDUCATION	ENGLAND
TREGENZA	ANN	KNOWSLEY LOCAL EDUCATION AUTHORITY	ENGLAND
URWIN	DORMA	WORCESTER COLLEGE OF HIGHER EDUCATION	ENGLAND
VAN DER AALSVOORT	G	UNIVERSITY OF NIJMEGEN	THE NETHERLANDS

SURNAME	FORENAMES	INSTITUTION	COUNTRY
VAN KUYK	JEF	CITO, ARNHEM	THE NETHERLANDS
VEDELER	LIV	UNIVERSITY OF OSLO	NORWAY
VEJLESKOV	HANS	ROYAL DANISH SCHOOL OF EDUCATIONAL STUDIES, COPENHAGEN	DENMARK
VERGEER	M	ERASMUS UNIVERSITY, ROTTERDAM	THE NETHERLANDS
VINK	HENK	APS, AMSTERDAM	THE NETHERLANDS
VONTA	TATJANA	UNIVERSITY OF LJUBLJANA	SLOVENIA
WAKEFIELD	PETER	WORCESTER COLLEGE OF HIGHER EDUCATION	ENGLAND
WHARTON	LISA	LEEDS UNIVERSITY	ENGLAND
WHITEHEAD	RAE	CHEVENING COLLEGE, KENT	ENGLAND
WIJDEVEN	YVONNE	HOGESCHOOL DRENTHE PABO, EMMEN	THE NETHERLANDS
WILLEY	MAVIS	GWENT COLLEGE OF HIGHER EDUCATION, NEWPORT	WALES
WILLIAMS	JILL	BATH COLLEGE OF HIGHER EDUCATION	ENGLAND

SURNAME	FORENAMES	INSTITUTION	COUNTRY
WOLLBRAND	SIGBRIT	THE NATIONAL BOARD OF HEALTH AND WELFARE	SWEDEN